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THE AMERICAN

# School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

VOLUME 121, NUMBER 4

OCTOBER, 1950



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# THE AMERICAN School Board Journal

*A Periodical of School Administration*

VOL. 121

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1950



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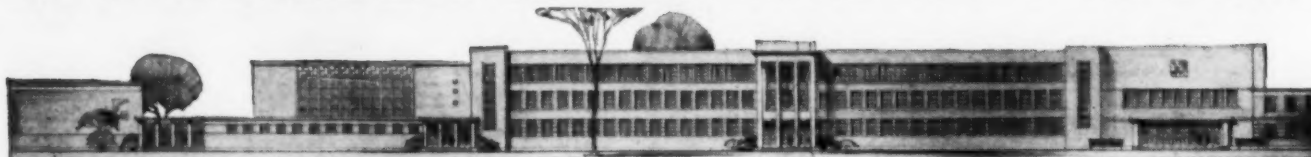
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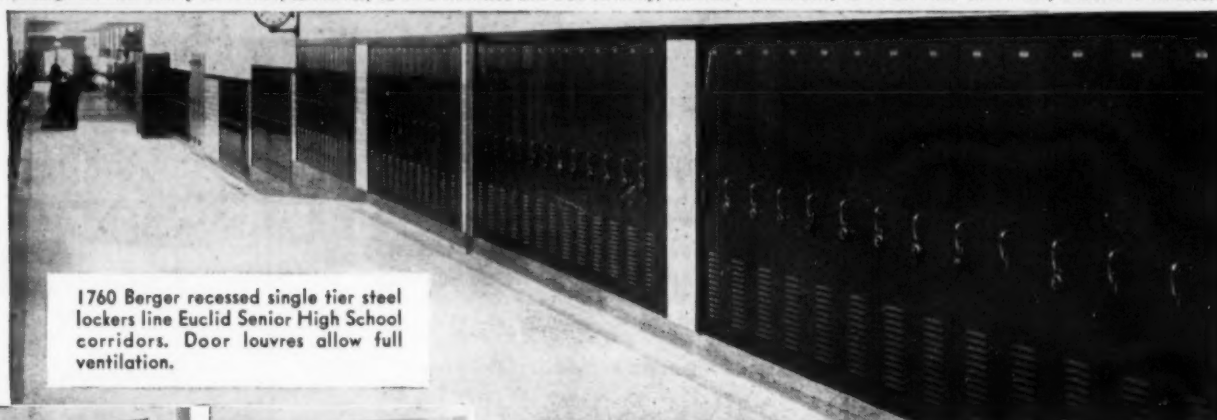
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The contents of this issue are listed in the "Education Index."

# *New Ohio Senior High* illustrates how **BERGER** serves America's schools



Euclid Senior High School: Harry A. Fulton, Architect; R. B. Delamotte and Ben Krinsky, Associate Architects; R. P. Carbone Const. Co., General Contractor.



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# THE AMERICAN School Board Journal

Volume 121, No. 4

OCTOBER, 1950

Subscription, \$3.00 the Year

He Possesses Executive Ability —

## The Effective Principal

*Leo W. Jenkins, Ph.D.\**

Parents, teachers, educational authors, and administrators have classified principals into many categories. In general most principals fall in one of the following nine classifications: (1) the clerks, (2) the delegators, (3) the tyrants, (4) the publicity hounds, (5) the educational politicians, (6) the ostriches, (7) the graduate students, (8) the stop gappers, and (9) the effective principals. Fortunately, the ranks of the last group are steadily increasing. It is often necessary for the effective principal at times to operate in all nine of these categories, but he does not remain long in any of the first eight. The responsibility for ridding schools of those who cannot be classified as real educators or effective principals as well as preventing the growth of the other varieties rests with the board of education and the superintendent of schools.

Since it is quite conceivable that there may be some difficulty in recognizing the various types of principals mentioned above, a brief description seems in order.

### Eight Unsatisfactory Types

The "clerk" spends a considerable amount of his time on minor details that a clerk or student might well do. He will count, distribute, list, and check all tickets for all school functions. He will personally check attendance and do all other routine checking. All minor, time-consuming tasks will be handled by him personally while the real task of improving instruction waits and the actual status of instruction largely remains a mystery to him. The tragedy of this situation is the fact that he is generally very honest and conscientious and classifies himself as an excellent principal.

The "delegator" is usually the extreme opposite. He will do nothing that can possibly be handled by some teacher or student. He is either extremely democratic

or extremely lazy. Dynamic schools seldom develop under this type of leadership.

The "tyrant" either thinks he knows all the answers, or he knows that he knows none of them and thus uses this means to either give vent to his zeal or discourage questions and situations that may prove embarrassing to him. Whatever the reasons, his actions make both teachers and students exceedingly uncomfortable.

The "publicity hound" does considerable work in advertising all school activities in association with himself. Teachers soon recognize this practice and use whatever means possible to expose him.

The "educational politician" is much more interested in his next position than he is in his present duties and governs all his actions accordingly. Things are said

and done to please prospective employers. If projects requiring educational deceit are necessary to impress someone, they are resorted to unhesitatingly.

"The ostrich" is a very pleasant individual and generally agreeable but seldom available. He likes to pretend there are no problems and prefers the status quo. If anything disturbing appears, he immediately resorts to postponement or places it in the future planning drawer of his desk. The more distant the future the better. Schools with "ostriches" generally have many principals for each teacher assumes an autonomous role and solves the problems affecting his class in whatever manner he sees fit.

### Able But Preoccupied

"The graduate student" is generally found in a community located near a university. His duties as principal are often quite secondary to his graduate work. The clerical staff as well as parts of the commerce classes are busy with his term papers and the chapters of his thesis which must be typed and re-typed. Periodic tests at college causes the postponement of regularly scheduled faculty meetings. Certain classes or teachers become the guinea pigs for questionnaires and surveys. The "graduate student" occasionally exerts a good influence by encouraging teachers to take advanced professional work. This principal has many good qualities as a rule. His chief weakness generally is found in his planning, for he is usually in a hurry to complete his graduate work. He has not learned that only a distinctly strong person can do two full-time jobs well at the same time. As time goes on, even his most severe critics wish for his success or failure at college so long as it can be accomplished quickly.

"The stop gapper" is in education as a temporary expediency. He plans to quit next year to enter business or personnel



The Community Chests campaigns of 1950 will help provide social service aid for growing citizens like this.

\*Greenville, N. C.



work. Unfortunately for the school next year seldom comes. This principal does a minimum amount of constructive work and is often completely bored. He is agreeable to most suggestions for changes—good or bad. They won't affect him because he's quitting this school business. Improvement of instruction in this school is sporadic and accidental but seldom planned. Several teachers with followings are busy jockeying for the principalship. Morale in this school is neither good nor bad. It may best be described as indifferent.

#### 24 Qualities of Effective Principal

The effective principal who might well be classified as a real educator and chief teacher is distinguished by the following traits, actions, and characteristics:

1. He is thoroughly trained as a teacher and supervisor and actively interested in improving himself educationally.
2. He is interested in the teaching performance and growth of all his faculty and the effects of their instruction on the pupils.
3. He possesses the ability to cause the school to run smoothly.
4. He inspires confidence in his faculty and causes them to desire to study problems that will make for a better school.
5. He is easily approachable by faculty and students.
6. He is sympathetic toward and earnestly tries to understand the problems of each department as well as their relationship to each other.
7. He tries to facilitate the professional growth of all deserving faculty members even if it may mean their leaving his school.
8. He considers himself a friend and co-worker of each teacher and not boss.
9. He is always kind, courteous, considerate, honest, fair, impartial, sympathetic, well groomed, and free from annoying mannerisms.
10. He is self-reliant and confident in his ability to do a good job.
11. He has the qualifications desired in a principal by the community.
12. He possesses outstanding executive ability.
13. He makes certain that the best possible courses of study are available for all pupils.
14. He popularizes all desirable phases of school life so that the community will be interested in and proud of the school.
15. He makes wise assignments of teachers as to the subjects and pupils they teach and then protects them from interruptions, unnecessary administrative details, and unjustifiable criticism.
16. He develops a well-balanced school program in keeping with the philosophy of the school.
17. He learns the background of each teacher and endeavors to have each one develop his talents for the benefit of the school and teacher concerned.
18. He organizes and administers worthy teachers' meetings.
19. He sets an example for efficiency, interest, and professional growth.
20. He improves study habits for teachers and pupils.
21. He organizes and administers an efficient office.
22. He is a gentleman at all times.
23. He directs the social and educational life of the students and he is deeply concerned for their moral welfare.
24. He knows good business methods and uses them.

#### The School Board's Responsibility

Whether a school has an effective principal depends to a great extent on the board of education and the superintendent of schools. It is generally known that by definition the principal is the chief teacher in the school. Less often however is this fact fully appreciated. If the oldest teacher in terms of service in the school or the most faithful teacher inherits the principalship as a reward for services rendered, the school board should not be dismayed when it discovers a weak principal in its midst. It must be borne in mind that the mere running of a school does not make one an

effective principal. Any selection is, of course, a gamble. Frequently, an ambitious teacher is given the principalship in an on-the-job training arrangement. Although this arrangement diminishes the ever present risk, it is far from ideal.

A good situation is one where the board elects a professionally trained person whose personal and professional qualifications are such that he can offer genuine democratic educational leadership both in the school and community. He should be someone who demonstrates that he knows either through experience or study the proper relationships between himself and the community, the board of education, the superintendent, the faculty, other schools, and his own profession.

He should be someone who fully appreciates that at least fifty per cent of his time must be devoted to supervision. Since it should be elementary to the board of education that in the last analysis good instruction depends upon the principal, no compromise should be made in the field of supervision.

It is the responsibility of the board to recognize an effective principal, employ an effective principal, and maintain a school organization wherein it is possible for an effective principal to operate as such.

### *Keeping the Budget in Eye—*



To alert board members and people of the community to the immenseness of the job of school finance, and to give them a better concept of the budget and the actual manipulation of the money involved, the Hamlin, W. Va., school board has placed an exact replica of the year's budget on a chalkboard in the superintendent's office. The expenditures and balance of each item is carefully kept up to date.

# A Streamlined Metropolitan School Administration *John F. Delaney\**

A streamlined Chicago public school system inaugurated by Dr. Herold C. Hunt in 1947 is showing important results as the 1950-51 school year dawns.

The program outlined by Griffenhagen and Associates has become a fully developed educational setup affecting the lives and families of 400,000 pupils and students annually enrolled in 420 Chicago public schools located conveniently to serve a population of 4,000,000 persons.

## The Board of Education

Eleven Chicago personalities direct the destinies of this educational corporation with assets in excess of a quarter billion dollars. The board of education over which William B. Traynor, vice-president of Swift & Co., presides approves annual expenditures of more than \$100,000,000 for free public school education. Other members of this governing body are W. Homer Hartz, vice-president and businessman; Frank M. Whiston, real estate management executive; Thomas Haggerty, union leader; Dr. Robert S. Berghoff, renowned medical man; Mrs. H. M. Mulberry, clubwoman; William Bachrach, executive of Chicago Technical College; B. L. Majewski, vice-president of Deep Rock Oil Co.; Mrs. Clifton Utley, clubwoman; John Doherty, union leader; and Sydney P. Brown, attorney.

Illinois statutes prescribe that the board of education shall appoint a general superintendent of schools who "shall be the chief administrative officer of the board and shall have charge and control, subject to the approval of the board, of all departments and the employees therein, except the law department."

Dr. Herold C. Hunt, nationally known educator and school administrator, is general superintendent; Frank R. Schnerberger is attorney; and Frank Landmesser is secretary.

## Three Organization Types

This is the executive organization of the Chicago board of education around which has been designed three types of organization — line, staff, and service — each having its individual function but also blended into the master design to serve Chicago boys and girls educationally.

The line organization embraces formal and direct lines of activity from the general superintendent of schools to teachers in classrooms. Persons occupying positions in



Dr. Herold C. Hunt  
General Superintendent  
Chicago, Illinois

the line organization are referred to as "line officers."

The staff organization is made up of experts or specialists in given fields who have little or no line authority but whose functions are primarily advisory. Those occupying positions in the staff organization are referred to as "staff officers," such as the assistant to the general superintendent, assistant superintendent in charge of personnel; the directors of instruction material, subject supervision, research and statistics, curriculum development, textbook selection, music, art, home economics, health and physical education, and statistics and building surveys.

The service organization is composed of positions filled by experts or specialists in given fields who perform specialized functions for the entire school system. They are referred to as "service officers" and provide necessary services to the line and staff executives. These include the controller, chief engineer, architect, director of purchases, office manager.

## Elemental Purpose of the Organization

Just as the organization of the school system consists of a combination of line, staff, and service organization units, so in turn a department, a bureau, or a division

may consist of a combination of necessary units.

The elemental purpose of organization is to divide the work so that each person may do for the common end and the common good the work he can do best.

Under the reorganization of the Chicago Public School System, Herold C. Hunt is the chief administrative officer.

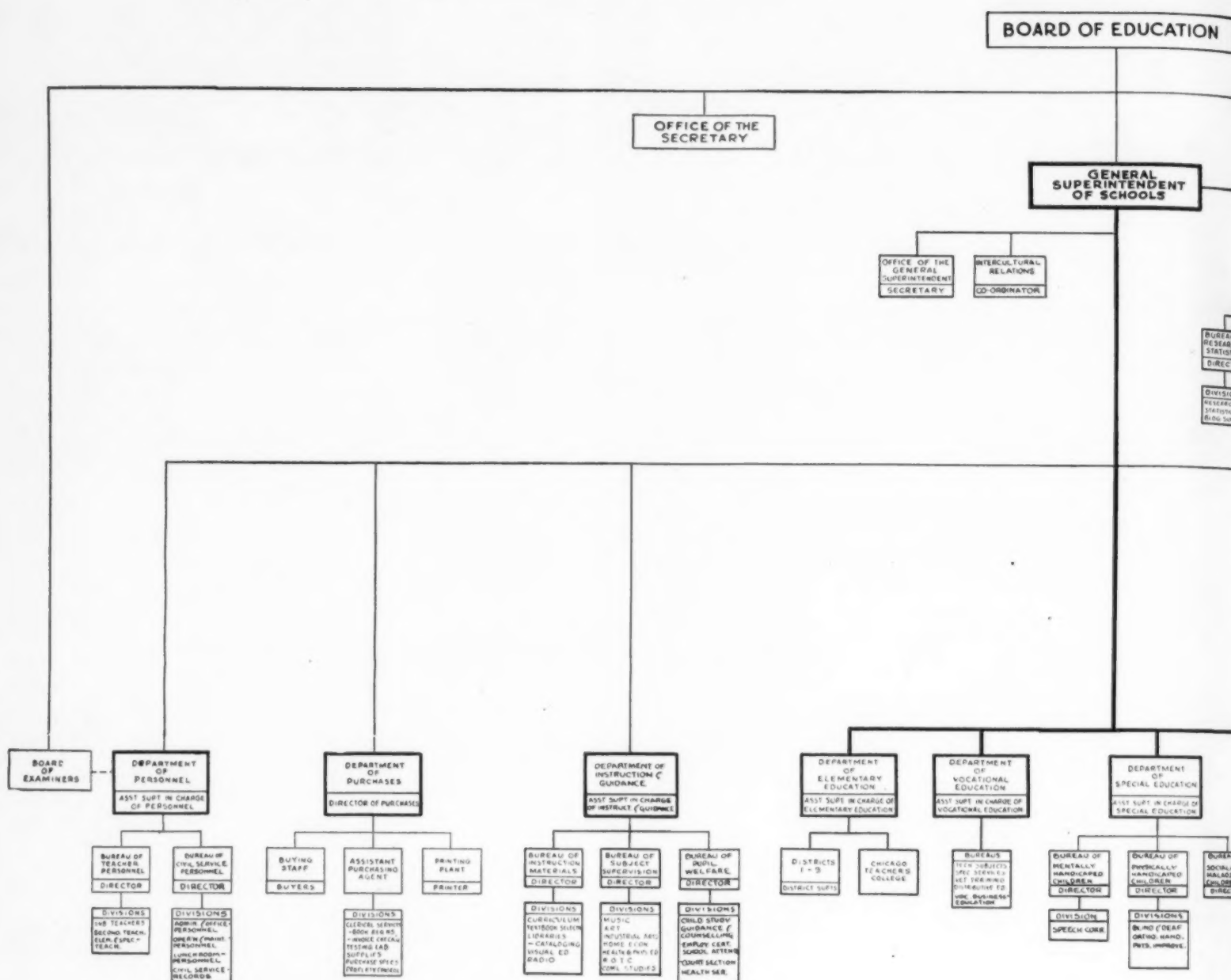
James F. Redmond, as assistant to the general superintendent is head of the Department of Special Administrative and School Services. He is charged with the administration, co-ordination, and supervision of such special services as may be designated by the general superintendent; to act for and in the name of the general superintendent as directed, and to direct, co-ordinate, and control the personnel and activities of the five bureaus of his department. These are the Bureau of Research and Statistics, the Bureau of Public Relations, the Bureau of Office Services, the Bureau of School Clerks, and the Bureau of Lunchrooms.

## Dr. Hunt's Departments

The educational functions under the direct supervision of General Superintendent Herold C. Hunt are divided into four departments as follows: Department of Elementary Education, with Assistant Superintendent Don C. Rogers in charge, who supervises the nine elementary districts of Chicago and the Chicago Teachers College; Department of Vocational Education, with Assistant Superintendent Hobart H. Sommers, who supervises the technical subjects, vocational training, business education, special services, veteran training, and distributive education; Department of Secondary Education, under the supervision of Butler Laughlin, who is charged with the direction of the five high school districts of Chicago, the three branches of the City Junior College, and the Bureau of Education Extension, which includes evening and summer schools, Americanization classes, social centers, recreation and playgrounds; Department of Special Education, supervised by Assistant Superintendent Mary C. Courtenay, with its bureaus and divisions that bring education to mentally handicapped children, physically handicapped children, and socially maladjusted children. (The functions of this department are broad in their scope and include speech correction, teaching of the deaf and blind and otherwise handicapped, as well as bringing education to

\*Director of Public Relations, Chicago City Schools.





the bedsides of shut-in children in hospitals and homes.)

#### Instruction and Personnel

Supplementing these four departments of education are the Department of Instruction and Guidance and the Department of Personnel. Each has an assistant superintendent at its head.

Assistant Superintendent Paul R. Pierce is in charge of the Department of Instruction and Guidance. With his bureaus and divisions, he supervises the choice of instruction materials, subject supervision and pupil welfare and the direction of curriculum, textbook selection, libraries, visual education, radio, music, art, industrial art, home economics, health and physical education, R.O.T.C., commercial studies, child study, guidance and counseling, employment certificates, and school attendance.

Edward E. Keener is assistant superin-

tendent in charge of Personnel and as such supervises and directs the handling of the personnel operations of 22,000 teacher and civil service personnel.

John E. Beardmore is director of the Department of Purchases and supervises the buying staff, the printing plant, clerical services, book requisitions, invoice checking, testing laboratories, supplies, and specifications and property control. This department processes the purchasing of necessary commodities for the public schools to the amount of \$20,000,000 annually and an average of 52,500 requisitions are prepared each year.

#### The Physical Plant

The Department of Architecture and Building Repair is headed by John C. Christensen, a distinguished Chicago architect, who with his bureaus and divisions incorporates grace, beauty, permanence,

sanitation, and economy into new and rehabilitated school buildings. He is charged with the proper design, healthful condition, and comfortable accommodation of Chicago public school structures. One of the functions of this department is the maintenance of all schools. This demands the efforts of the Bureau of General Maintenance and Repair, and the Bureau of Electrical and Mechanical Repairs, amplified by other divisions—Drafting, Architectural Design, Electrical Engineering, Mechanical Engineering, Fire Prevention and Safety.

The Department of Plant Engineering with Thomas J. Brett as chief engineer is responsible for the care, operation, maintenance, preservation, and protection of Chicago school buildings, equipment, and premises. This requires the services of 3056 staff and field representatives, engineer-custodians, firemen, janitors and janitresses, window washers, watchmen and mechanics.



## CONTENT

Dec. 8, 1949



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## In School Administration —

## What Makes Leaders Last?

Marian G. Valentine\*

Once a leader, always a leader? Experience answers, "No." Why do some leaders remain "as constant as the Northern Star" year after year, while others are like the lightning, dazzling while they last, but soon forgotten? What are some of the qualities that make leaders last?

For if our educational leaders wish to attain the goals which they seek for the good of America's future, they must have stamina, staying qualities — they must last. Too many of our educational administrators have died recently, in the middle of their most productive years. Too much of our educational leadership has been brilliant and showy, but ephemeral and transitory. What makes leaders last?

## Care for "Fellow Men"

First of all, a lasting leader has a real liking for and ability to get along with "all sorts and conditions of men" and women, a personal interest and care for the so-called "common men" and women who are his followers. His fellow workers sense this, and work with him steadfastly, "not for an hour — not for a day," but almost as long and sometimes as long as "always."

Without this real love and interest in those he leads, and also serves, all other qualities which a leader may possess are but as sounding brass and tinkling cymbals; the leader will not wear well — he will not last.

## Kindness — the Common Touch

A lasting leader is kind. He has "respect for the lowly," and the lowly have a lasting respect and love for him. He is as polite to his office cleaner as he is to the President's wife. He is as considerate of those who serve him as of those who command him.

A lasting leader stays close to the people whom he serves and to the aides whom he supervises. He keeps "the common touch." He believes, as a famous Superintendent of New York City's public schools once wrote, that although reports must be used to save time; if used too often, they become "opiates" and tend to separate a leader from reality. He believes that "for intelligent and effective leadership" knowledge gained "by the eye and ear is necessary."<sup>1</sup> Every now and then, in some fashion,

just as the ancient Caliph Haroun Al Raschid did, he skillfully contrives somehow, to gain a little firsthand information, to have a little firsthand adventuring with the people whom he serves.

## Tact, Shrewdness, Prudence, Courage

A lasting leader has tact. There are times when silence is golden, even in a leader. He knows when to remain silent and when the time is ripe for speech. He does not rush in where even angels might fear to tread. Particularly in a new environment, he is careful.

He is able to sense undercurrents. He can read between lines. He knows that skim milk often masquerades as cream, and that high-sounding names for organizations are often exceedingly skillful propaganda for false fronts. He has wit enough to wait before he advocates causes of which he knows little.

He does not lack courage, but he knows when and where to use it. He does not tilt at windmills.

He is not afraid to advocate new causes and movements, after due investigation, when he is assured that they are just ones. But he does not bow before false gods, no matter how popular they may appear to be at the moment. He has an uncanny ability for recognizing will-o'-the-wisps, and does not lead his followers into bogs and quicksands, and thus escapes many a slough of despond.

## Ability to Select Aides

A lasting leader has the ability to pick helpful followers. Back of every leader, there is someone, as Emerson wrote, "who counts out the shirts," who tends to petty details, who brings order out of chaos. This too is a form of leadership.

A leader who lasts draws true worth to him. He is a magnet for future leaders, an example for and a trainer of them. He is not afraid to develop ability in others; he knows that he himself was once a follower who became a leader, and that his followers too, must develop as he did. He is not fearful of rivalry, but knows that the future too, needs its leaders, as does the present.

## Other Qualities

A lasting leader possesses, as do some baseball pitchers, "change of pace." He knows when a project is about to come to

a boil and also when it is better, like Brer Fox to "lay low." He has as much sense of timing as does a good actor. That is one reason why he is a leader.

He knows that while he must ever be in the vanguard, exploring the "frontiers" of knowledge, he must be not too far ahead of his followers. In a sense, he and they must lead together. He must be like Janus, the two-faced God, with ability to see both the past and the present, and even be able to peer into the future. If his pace is too rapid, he will have no followers; if not rapid enough, he will not remain a leader. This ability takes skill and practice.

A lasting leader takes time off for play and rest. He has hobbies and recreations. Although he believes with Longfellow that life is still both real and earnest, and that leaders must still "toil while others sleep," he knows that the good poet lived long before these lively times when the provision of wholesome recreation was not one of the nation's problems, and life was not the giddy whirl that it is today. Recreation serves both to rest and to refresh him. It also keeps him in closer touch with his fellow workers. He learns while loafing.

## A Philosophy

A lasting leader has beliefs. He has a philosophy. He has faith in his philosophy and has the ability to make it plain to his followers. He *lives* his philosophy, and his followers follow not only him but the beliefs he stands for.

He believes, with Mr. Dooley that "readin' is not thinkin'," and agrees with Howard Mumford Jones that what is needed today for effective leadership is not more books about leadership, but leaders with a definite philosophy of life which books alone can never teach.<sup>2</sup>

Finally, a lasting leader is humble. He does not "unto the ladder turn his back . . . by which he did ascend." He knows that as he was once a follower, by some whirligig of time he may again become one. He remains a follower in a fashion, for if he does not follow the good and the true, neither will his followers. He remains humble, and speaks in words of common beauty about common things to common men. Lincoln never lost this humble spirit, and that is why his simple words of homely wisdom live today.

Of such a leader, possessing "these elements so mixed" his followers might exclaim, and speak truthfully, as a poet did of another leader centuries ago

" . . . Nature might stand up  
And say to all the world, 'This was  
a man!'"  
Such leaders last.

\*Editor, Educational Newsletter, New York Board of Education, New York, N. Y.

<sup>1</sup>New York City, Board of Education, *Seventh Annual Report of the City Superintendent of Schools to the Board of Education for the Year Ending July 31, 1905*, 553 pp. (p. 167).

<sup>2</sup>Jones, Howard Mumford, *Education and World Tragedy* (Cambridge, Mass.: Harvard Univ. Press, 1946), 178 pp. (p. 83).



# Mobilizing Education for National Security Elaine Exton

"There is no way out of the international situation for at least a generation. It is possible we may go through a decade or more as a garrison state; or we may have to move into a serious war. . . . We cannot possibly anticipate all of the problems that will face us. The role of education today is to create a resourceful people—a well-disciplined, well-educated, alert, healthy group of young people that can meet any kind of situation that arises. We may have to cut out some of the frills of education in order that every young person can have a good basic training." This was the message Robert L. Clark, director of the Manpower Office of the National Security Resources Board, brought to representatives of 77 national educational organizations attending a Conference for Mobilization of Education in Washington, D. C., September 9-10.<sup>1</sup>

This function of education, now and in the years ahead, was also emphasized by other officials on the program. For instance, Charles A. Thomson, the director of the Department of State's UNESCO Relations Staff, speaking of the long-range need for well-informed, well-educated citizens to ensure a democratic foreign policy that will enable America to maintain a position of world leadership in building and preserving a just peace "in co-operation, in company with other nations of the world, both large and small," urged that "in teaching various skills in specialties the schools remember their first task is to teach our people to think.

"American teachers and educators," he added, "have the primary responsibility in developing understanding of what the place of the United States is in the world today, why we want peace, why we support the United Nations as the best promise of future peace, and why we support it in this present moment in its resistance to aggression in Korea."

## Characteristics of the Current Crisis

Other Conference speakers stressed that we are not now experiencing a complete mobilization. Earl D. Johnson, assistant secretary, Department of the Army, said: "We look on this as a limited condition of emergency. The period our nation is now in is not total mobilization. This is

a twilight zone, a partial mobilization. We still have time to make maximum use of civilian institutions. We still have time to make use of education. It is possible for us to do things in education now that we could not do under a total mobilization."

As explained by Mr. Johnson the basic philosophy under which the armed forces are operating includes as emphases: (1) to mobilize without interfering with the education program to any appreciable extent; (2) noncompetitive recruiting and drafting between the services ("We intend to distribute the manpower on a quality and quantity basis."); (3) the services have common problems; unification has joint problems, but it has gone much further than the public realizes; (4) to make maximum use of the educational facilities of today.

In similar vein Captain G. C. Towner, who directs the Training Division of the Bureau of Naval Personnel, stated: "We don't consider this is a national emergency yet. In the event of a general mobilization we would again need the help and co-operation of schools and colleges in the training of naval personnel. In so far as the navy is concerned the commandant of each naval district is studying the subject of possible naval training facilities at educational institutions within his district."

As William F. Patterson, director of the Department of Labor's Apprenticeship Bureau, pointed out: "We have arrived at the stage where much of our productive capacity must be returned to the defense effort."

President Truman in his address to the nation on September 9 declared: "First, we must produce the materials and equipment needed for defense." He further stated that the Defense Production Act of 1950—which he had just signed—"will enable the Government to make sure that defense orders have top priority and that manufacturers get the steel, aluminum, copper, and other materials they need to fill such orders. . . . It also enables the Government to cut down the production of non-essential civilian goods that use up critical materials."

## Some Tasks for Education

Another factor mentioned by some responsible authorities was a belief that in a developing mobilization the more serious shortages will not be in materials but in man power so that efficiency in the use of man power will be of extreme importance.

In considering the implications for education of the emergency situation and the responsibilities of education as they are related to the security of the nation, educators at the Mobilization Conference brought forth these viewpoints:

1. In addition to their regular educational activities the nation's schools and colleges will likely be called upon to conduct two broad types of programs: (a) *instructional*—those designed to educate and train workers and others essential to the defense effort; (b) *non-instructional*—programs of assistance to the defense effort, such as the collecting of scrap, the registering of prospective selectees, and the conducting of bond selling campaigns.

2. Since preservation of the democratic way of life is our chief concern, we must not permit expediencies of the moment to destroy our educational perspective. Schools and colleges, besides accepting their role in the emergency, must continue to educate citizens for a democratic society.

3. The fiscal difficulties of the schools and colleges are likely to be intensified. If we are to have adequate salaries to hold teachers and if we are to construct the necessary school buildings to house the tidal waves of boys and girls coming into the schools, something must be done to strengthen financial support.

4. Training programs of industrial and other workers should be started soon enough to provide trained personnel by the time plants are equipped or re-tooled for the emergency defense production being initiated. If leaders in the field of education can be taken into the confidences of military and industrial planners, the essential emergency security production training programs can be started concurrently with factory and industrial plant conversion from civilian production to defense production.

5. Help is needed now, through in-service education, in the techniques of securing for teachers the necessary psychological adjustment to an atomic age war so that they can do their best to help students and their communities keep emotional and moral stability through the crisis.

6. The educational public relations job of helping to accomplish greater public understanding and support of the educational process and its basic and emergency needs is likely to be more difficult when our people are preoccupied with the immediate war effort.

7. Education needs representation on the top level of planning for civilian defense and mobilization on the national, state, and local bodies where plans and policies are made. It is vital that education thus have "listening posts" and spokesmen to interpret its place in the defense situation if the resource of education is to be utilized in the most effective way, both for immediate and long range needs.

8. There should be a single agency on the

<sup>1</sup>See "The Schools in the National Emergency," AMERICAN SCHOOL BOARD JOURNAL, Sept., 1950, pp. 35-36, for an account of the meeting of 35 educational leaders convened by the National Council of Chief State School Officers which resulted in the appointment of an interim committee and the holding of this Conference.



national level co-ordinating the educational activities and educational contacts of all federal agencies. That co-ordinating agency should be the U. S. Office of Education, and it should be properly staffed and adequately supported to carry out its responsibilities. All emergency educational programs of federal agencies involving instruction in the schools and colleges of the nation should be prepared by those agencies in co-operation with the U. S. Office of Education and should be channeled to the legally constituted local and state agencies through the U. S. Office of Education.

#### Action Suggestions for Administrators

The evening session of the Conference on Mobilization of Education was given over to a series of "Study Group Meetings" which considered such specific problems concerning education and national security as man-power policy in relation to schools and colleges, civilian defense and other local responsibilities, training of industrial and other workers.

Among the action suggestions for school administrators proposed in study groups or by Conference speakers to make the total efforts of education count in the present emergency are these:

#### Man-Power Utilization

1. Prepare to present through designated channels information and judgment which will assist federal agencies in the establishment of wise and workable plans of operation in man-power procurement and utilization as they affect school personnel.

2. Encourage your staff, wherever appropriate, to take inventories of their personnel, both students and faculty. These inventories should (a) furnish accurate information about the impact of man-power policies, established or proposed, upon their normal operations and (b) provide defense agencies with accurate information about personnel who are trained, individually or in teams, for special military or civilian defense needs.

3. Offer specific training in the occupations listed as critical by the Department of Labor and direct young persons to opportunities in these fields.

#### Priorities and Allocations of Critical Materials

1. Devise and set in motion methods of conserving and curtailing the use of critical materials.

2. Inventory and determine needs on an area or state-wide basis and co-ordinate purchases. For example, instead of having each school district in a county place a separate order for welding rods, the county superintendent could combine the requirements for this type of equipment in a single order.

3. Estimate needs at least six months ahead.

#### Implications for the Curriculum

1. Provide a balanced program recognizing essential civilian and defense needs.

2. Emphasize such areas of functional education as citizenship (including education for world understanding); health and physical fitness (with stress on normal growth and development rather than on conditioning); guidance; literacy; work experience and occupa-

tional adjustments; consumer education; home and family life.

#### General

1. Leadership in the development of a plan whereby the maximum contribution of all educational agencies will be directed toward the total defense effort should be assumed by the State Department of Education.

2. When problems are identified and facts are available on school needs they should be dramatized in every possible way on the local level in order to secure effective public recognition of their validity and urgency.

#### Continuing Conference Established

After hearing Government officials review the emergency situation and considering how education might make the most effective contribution to national security and welfare in the present crisis, representatives of 77 national education organizations acting as individuals, voted to establish a National Conference for Mobilization of Education whose specific aims include: (1) conducting meetings for co-operative planning; (2) maintaining a clearinghouse of information on those aspects of mobilization affecting education; (3) helping to bring to a focal point the various educational problems that arise in the field related to national security so that they may receive proper consideration in national policy formation.

The organization plan adopted by the group provides for a Conference composed of individuals named by voluntary, non-profit and noncommercial, associations "that have education at any level as their chief concern . . . and are generally recognized as major national organizations in their respective fields." It stipulates that each participating organization is entitled to two delegates and will "retain full freedom of action with respect to its own policies and programs." The Conference can be disbanded at any regularly called meeting by a majority vote of those present.

Seventeen persons representative of various educational interests and levels were elected to serve on the Conference's Executive Committee which, in turn, chose Willard E. Givens, executive secretary of the National Education Association, as chairman; Edgar Fuller, executive secretary of the National Council of Chief State School Officers, as vice-chairman; and J. Kenneth Little, director of student Personnel Services at the University of Wisconsin, as secretary. J. L. McCaskill, associate secretary of NEA's Department of Higher Education, was named co-ordinator.

#### Role of U. S. Office of Education

The National Security Resources Board has requested the U. S. Office of Education to serve as the focal point of communication between government and education in the defense effort. Confirming this policy, Robert L. Clark, the director of NSRB's Manpower Office, commented: "The Office of Education is under extremely able

leadership. We hope to do everything possible to strengthen it in this time of emergency and are attempting to get other government agencies with defense activities in the education field to establish relationships with the Office of Education so that it can transmit information that will be helpful to the schools, colleges, and universities of the country."

As information of an official nature develops on the special services educational institutions will be asked to provide in the emergency, U. S. Commissioner of Education Earl J. McGrath will promptly communicate with the chief state school officers, college presidents, and other administrative officials and "seek their counsel and co-operation in the development of any proposals involving the co-operative efforts of the Office of Education and their institutions." Plans have been made for the publication of a *Defense Information Bulletin*.

Dr. McGrath has given to certain staff members of the Office of Education specific responsibility in anticipated areas of concern. These officials are establishing liaison with the appropriate federal agencies and are handling requests for information. They include Dr. Henry F. Alves, director, Division of School Administration, whose defense assignment is priorities and allocation of critical materials and school supplies; Dr. E. Glenn Featherston, specialist for pupil transportation in this Division, who will deal with school transportation and evacuation of school children; Dr. Claude E. Hawley, associate chief for social studies, Division of Higher Education, whose emergency concern is selective service activities; Dr. Raymond W. Gregory, assistant commissioner for vocational education, who will handle vocational defense training of less-than-college grade.

President Truman's Executive Order of September 9 authorizing the appropriate agencies of the government to exercise the powers set forth in the Defense Production Act of 1950 contains a clause (Section 601, C) empowering the Secretary of Labor to "formulate plans, programs, and policies for meeting defense and essential civilian labor requirements."

To clarify the intent of this statement with respect to defense training programs, Dr. Rall I. Grigsby, Deputy U. S. Commissioner of Education, has revealed that a forthcoming Administration letter to heads of the federal agencies concerned will present in more detail their particular responsibilities in this connection. He has made known that it will ask the Department of Labor to assume the responsibility for "the identification of training needs" and will further direct that "the Federal Security Agency, through the Office of Education, shall develop plans and programs for the education and training, in groups or classes under organized educational auspices, of personnel needed for work in occupations essential to the national defense."

(Concluded on page 92)

# Central Schools in New York State

Howard A. Shiebler\*

Centralization of rural and semirural school districts in New York State has gone forward to the point where today approximately 85 per cent of the geographic area of the State considered suitable for centralization has been centralized.

New York State covers an area of approximately 50,000 square miles and has a total population of about 15,000,000 people according to the current census. Almost 2,000,000 children are enrolled in the public schools. More than 1,300,000 are in city and village schools and the balance in rural schools. The State has 77,000 teachers and the total annual expenditure for school purposes amounts to more than half a billion dollars. The State has a \$1,500,000,000 capital investment in school buildings, sites, and equipment.

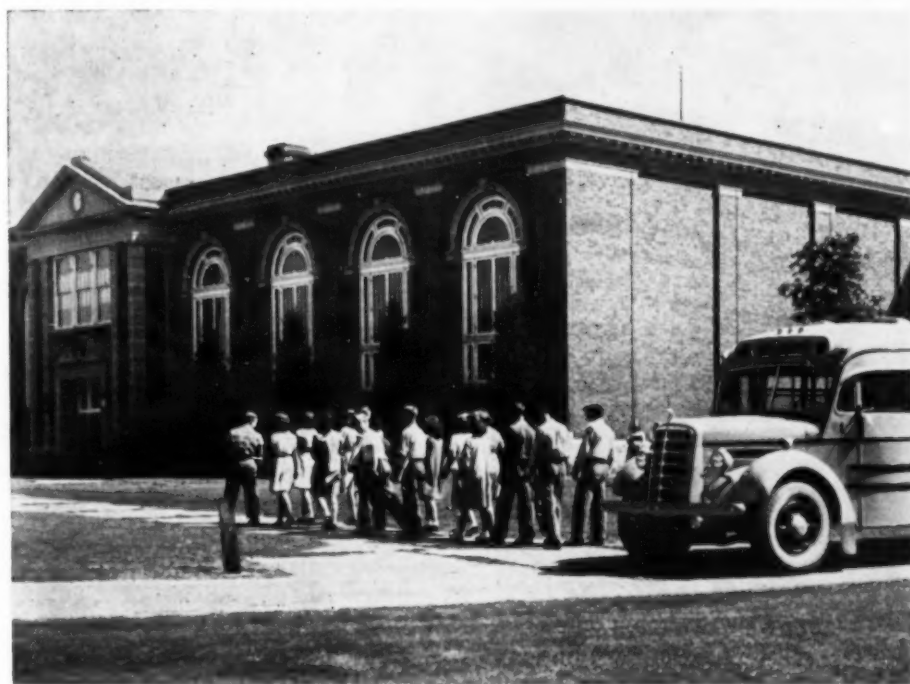
There are now 411 central school districts in the State, serving approximately 300,000 children. More than 6000 former small rural districts are included in the 411 central districts.

New York's central school districts are made up of anywhere from four to 50 small local districts. The average number is 17 and the average enrollment of pupils in the newest districts is 1100. The inhab-

\*Office of the State Commissioner of Education.



West Winfield Central School located in central New York on the Cherry Valley Road, organized July 25, 1931, out of twenty-one small local districts. The number of pupils at the time of organization of this central district was 566. This number has increased to 826. The building was erected at a cost of \$290,000.



Bethlehem Central School located in the Albany, New York capital district. Organized April 25, 1930, out of six small local districts. Pupils have increased from 833 at the time of organization to 1985. Pupils are shown here arriving at school by bus. Total cost of the building was \$317,000.

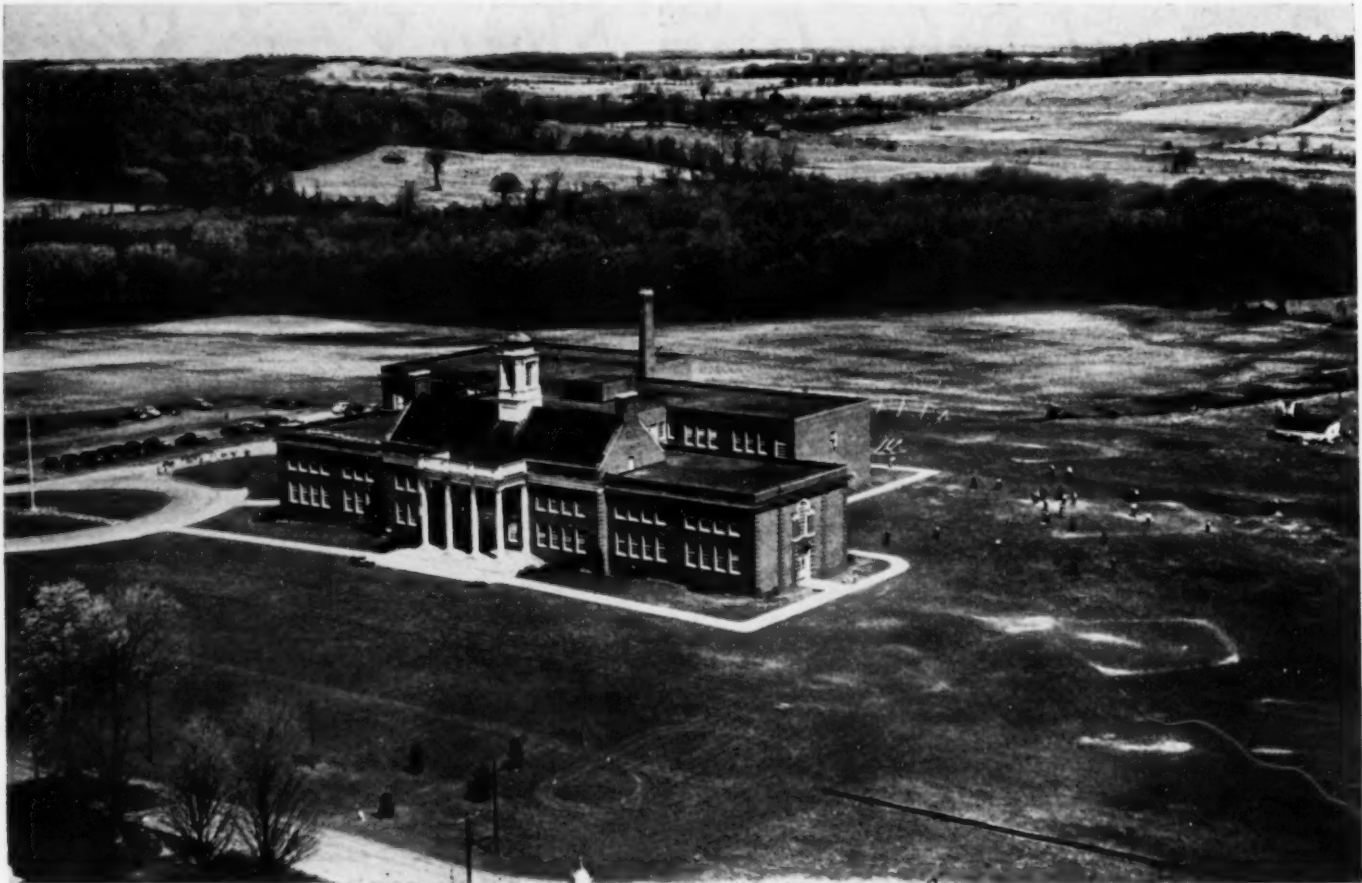
itants of these central district areas have voted to combine their resources and in many cases to build one large modern school building to which children may be transported to and from their homes by bus. A total of 344 central districts own and operate their own transportation facilities with a combined fleet of 2000 buses. In many central school districts expenditures in excess of \$30,000 a year are necessary for transportation alone.

Central school districts offer almost every educational advantage offered by large metropolitan schools. They are staffed and equipped to teach, in addition to the three R's, subjects such as vocational agriculture, homemaking, business practice, health and physical education, art, music, and industrial arts. There is usually a full program of extracurricular activities. Many of these advantages are obviously not available in small rural schools because of limited finances, facilities, and personnel.

The benefits of centralization have been cited as follows by two central school district heads:

"These additional opportunities would not have been ours without the broader





Cato-Meridian Central School located north of Syracuse not far from Lake Ontario. Organized June 16, 1938, out of thirty small local districts. The number of pupils at the time of organization of this central district was 635. This number has increased to 1007. The building was erected at a cost of \$636,363. This picture illustrates the sparsely populated area from which central schools draw their students.



The Richfield Springs Central School is a dignified Colonial type building set in a park like site with ample playground.

tax base and the greater per cent of costs coming from State aid under the Central School plan.

"That the boy from the back road or the girl from an underprivileged family has something approaching an equal opportunity with others for vocational counseling and for participation in a wide variety of activities seems to me as it should be according to our American ideal."

"From an economic standpoint it enables the taxpayer 'to get more for his money' since the surrounding districts are pooled.

"In a Central School System a pupil is given a wider and better choice of friends. A student also gets the opportunity to associate with various types of persons, which gives rise to wider and better experiences."

During the past school year a total of 29 new central districts, embracing 505 former local districts with a total enrollment of 32,188 pupils were voted and organized. Evidence of the popular sentiment in favor of centralization is found in the fact that the total number of people who voted *for* centralization in the 29 new districts was 26,601 compared to 10,419 voting *against*. This represents a majority of 16,182 or about two and one half to



one in favor of centralization. In all but three or four of the areas in which the people voted on the question of centralization, the proposal to centralize was passed by a wide margin.

Opposition to centralization, when it appears, is usually attributable to questions of taxation, pride in local schools, and the unwillingness of some districts to join with others for one reason or another.

The policy in New York State is to leave the question "to centralize or not to centralize" entirely up to the people in the areas that appear suitable for centralization. The matter is always decided by a popular vote after both sides have had a chance to present their case.

The people are informed through the newspapers and in brochures of the advantages and disadvantages of centralization—its cost, the effect on taxes, etc. Usually local committees are organized to present all phases of the question.

The State Education Department, while generally favoring centralization in the interest of a better educational program, does not prescribe it as an inflexible pattern of organization for every square mile of the State. There are some sections of the State where central school districts, even with the additional State financial help that they bring, are unnecessary to main-

tain a good educational program. The sole aim of the State educational authorities is to recommend, after consultation with local officials, parents, and others, the type of school organization that will result in the best educational program. To encourage centralization where it is desirable, the State gives additional financial help to the district. The amount of this is based on several factors, including the number of children, taxable values, transportation, and building needs. State financial help has reached the sum of nearly \$40,000,000 annually.

This year marks the 25th anniversary of the establishment of the first central school district under the present State law. There remain more than 2000 rural and semirural districts that are not part of central districts. These districts have an enrollment of approximately 180,000. Many of them will wish to join in central districts; others may ultimately become part of adjoining city systems. Population shifts are a big factor in determining the wisdom of centralization.

What effect the possible re-institution of wartime controls on the construction of new school buildings will have on the State's centralization program, remains to be seen.

first-year teacher handling a course called extemporaneous speaking!

"It's down in that second-grade room," he continued, "that I want to take over the board washing. The kids use too much water and splatter it on the wall below the board as well as on the floor. And furthermore the parents are in a fuss about it."

"The teacher in the third-grade room lets those who get all their spelling words right wash the board. Mrs. Armstrong does not like it because her girl never gets a turn. She just can't spell well enough to get them all right any day. The kids are starting on their second turns and Sally Lou is being passed up. Her mother will probably be in to see you about this."

*So that was why she is coming tomorrow,* I thought, but Joe was still speaking and I heard him saying—

"... While in the second grade, those kids who are sassy have to wash the board for punishment. And is Mrs. White mad! Kenneth says his mother is going to do something about it because he didn't whisper when the teacher said he did and made him wash the boards."

One more appointment accounted for. The key to this situation lay in Joe's opening question. Might he wash the boards?

"Why do you want to wash the boards?" I asked.

"If I could wash the boards, parents couldn't get mad because their kids weren't smart enough to get 100 in spelling or because they thought their children were being punished unfairly. I have to clean up after them anyway and that takes time."

"Besides, they told us at our summer conference not to put water on boards," he shot back over his shoulder as he emptied the basket with a thump.

As he returned to set the basket down I stood and started putting on my coat.

"From now on you are to have charge of all board cleaning," I said to Joe as I walked with him out of the office.

The lock slammed shut as I thought I had the answer for the two morning callers who would be there shortly after that lock was turned in the morning.

## STATE TAX COLLECTIONS IN 1950

The U. S. Department of Commerce has reported that state tax revenue for the 1950 fiscal year amounted to 9 billion dollars, a rise of 7.4 per cent over the 8.3 billion dollars collected in 1949. Excluding collections from the unemployment compensation tax, the state taxes yielded a record 7.9 billion dollars, or 7.6 per cent more than in 1949.

In contrast to the state taxes, the Federal Government collected 37,810 million dollars or 70.6 per cent of the total taxes collected.

While the trend in state and local tax collections is still slightly higher, the federal trend is sharply in the upward direction.

## Joe Asks —

# May I Wash the Boards?

*Julius Barbour\**

In early November in our town the major item of conversation is the big game with Hicksville. As I sat at my desk the afternoon sun was low in the sky and made a rainbow effect on the prism of glass on my desk which reads "Superintendent of Schools." It diverted my thoughts from the possible loss of the game.

Why hadn't I noticed this effect when Miss Carrier, our art teacher, had asked me fifteen minutes ago, "What is art?" How simple it would have been to have pointed out that it was the consciousness of *beauty* from which appreciation springs.

My reverie was interrupted by the telephone. Mrs. Armstrong asked for an appointment at 8:30 a.m. Before I had completed writing the name in my book another call came from Mrs. White. What new problems could bring these women in tomorrow?

Both had three children in school, I recalled. There were two in high school and one in grade school from each family.

Perhaps their boys were involved in some

pre-game pranks. Neither were militant PTA members. Most visitors had ideas about the pre-game parade, the game itself, or the evening dance and party. Why were they coming in to see me tomorrow?

Joe, the custodian, entered the office to pick up the paper basket to carry it to the hall and to empty into his large trunk basket. He paused and I was aware he had shot a question at me.

"May I wash the boards?" he repeated.

"What boards?" I shot back as I parried for time and wit collection.

"Why, the ones all the fuss is about," he replied acting surprised that I had not been long concerned as to who should wash what dumb old chalkboards.

"Why do you ask?" I said and settled back for what I know would be a lengthy reply.

"Well, you see it's this way," said he as he perched on a chair. Joe never sits on chairs, he "perches" thereby giving the impression of a temporary intruder about to depart. But I have learned this is strictly an anatomical pose. Given the time he is good for a ten-minute monologue on any occasion. And to think we have that timid

\*Assistant Professor, Building Maintenance Course, Michigan State College, East Lansing, Mich.



Air View of the Belleville Township High School and Junior College, Belleville, Illinois. The buildings have been arranged for maximum educational service and convenience of student traffic. The front row includes, left to right, the auditorium, the administrative and classroom building, and the girls' gymnasium. The second row is the library, the shops and cafeteria, and the boys' gymnasium and fieldhouse. To the left of the athletic field are low barracks now housing the Junior College. The stadium seats 8500. At the far right is the general play field. The new lighting system is intended to provide complete safety during the frequent night activities which include social center meetings, adult education classes, and play and athletic games.



The parking area on a foggy night.

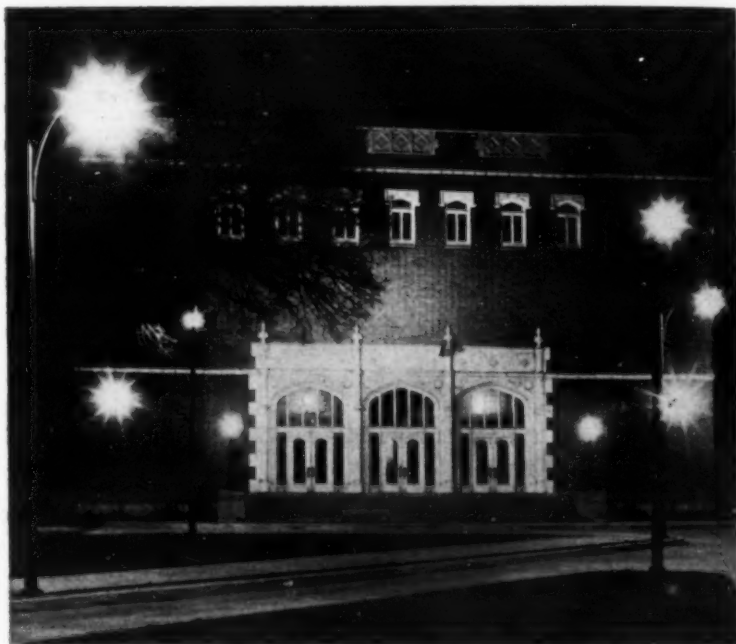


## *Belleville Lights Its High School Campus*

Photographs and Data, Courtesy of Superintendent Hal O. Hall



A secondary purpose of the lighting is the illumination of the buildings to bring out their architectural beauty.



The lighting is arranged for the benefit of automobiles and pedestrians.



Sides as well as the fronts and rears of buildings are lighted.

# Democracy is Dawning for the Classroom Teachers *James F. Dunne\**

The public admits that preparation for life in a democracy is one of the prime objectives of our schools and that democracy can be fostered by teaching, by example, and by participation. Yet our teachers, who must impart these lessons in living and participating in a democracy, are themselves often ruled by the most archaic, autocratic, and arbitrary methods imaginable.

During the past few years the press has brought to public attention and has urged reforms to alleviate the desperate financial plight of most teachers due to inadequate salary schedules. Some of the better informed educational writers have added that the improvement of the social position of the teacher in the community was imperative if our schools were to attract and hold capable instructors, but they usually neglected to mention the most disconcerting and humiliating situation facing our teachers today. Although the classroom teacher is the basic and indispensable unit of our educational pattern, in most communities he does not have any opportunity to participate in the formulation of the policies of the school system. In too many cases, the announcement of a new policy is the first inkling the teacher has that a change had been contemplated.

This article is not written to advocate the usurpation by teachers of the functions proper to the school board or the superintendent of schools, but rather as a plea to administrators to use the educational experience, training, initiative, and imagination of the sincerely interested classroom teachers who are closer to many problems than anyone else. For some administrators the first step in approaching this problem is to consider classroom teachers as fellow workers with a common goal, rather than as hirelings. This also presupposes that the administrator is not one whose only long range project is his own safe retirement.

## An Example of Co-operation

As a concrete example of one method of approaching a solution to this problem, may I cite the organization, the purposes, and the accomplishments of the Superintendent's Advisory Council in Dedham, Mass. All employees, not just teachers alone, of the Dedham public schools have since September, 1946, conducted an experiment in participation in policy determination. The vehicle for this experiment is called the Superintendent's Advisory Council which is composed of the following representatives elected by their constituent

groups: one for each 10 teachers or fraction thereof by buildings, two for the principals, one for the supervisors and special teachers, one for the clerks and nurses, and two for the custodians. It should be noted that the principal may not be one of the representatives from his building. The council must meet at least three times a year, but since its inception it has never held fewer than eight meetings and has met as many as 15 times in a year.

The purpose of the Advisory Council has been declared to be the promotion of the welfare of the children in Dedham through:

1. Improved teaching and supervisory practices in the schools
2. Improved physical conditions in the schools
3. Research relative to educational practices
4. Research in the fields of salaries and support of education
5. Promotion of understanding of school problems among the employees of the department
6. Interpretation of the schools to the community
7. Study of public reactions to the schools
8. Attempting to make the schools more effective generally.

## Early Achievements

Of necessity the Council devoted much time and attention during the first three years of its existence to the salary situation. It is significant that a flat \$500 permanent increase was secured for all employees in 1947, to be followed by an 8 per cent cost-of-living adjustment in 1948, and in 1949 the 8 per cent became a permanent salary increase. At the same time, in 1949 the school committee adopted a new basic salary schedule which was prepared and presented by the Council. These united efforts of all school department employees on the salary question brought about increased understanding of other problems and created a new awareness of the whole program of education; i.e., the teacher would no longer take a narrow and restricted view of his or her grade or subject, but would rather see his grade or subject in relationship to an over-all picture of the total educational pattern. No longer does the principal feel superior to the teacher, nor does the teacher consider himself above the custodian, for each one realizes that all are essential to the successful operation of the schools. Hence, a unified morale is created due to a better understanding of common problems.

In attempting to interpret the schools to the community and in studying the public reaction to the schools, the Council has sponsored two general exhibits one in 1947 and the other in 1950. At these, the work of every child in the school system was dis-

played as well as outstanding samples, units, and projects. *The Dedham Schools on Parade* was the title of the 1950 exhibit and of a 14-page booklet which explained other services and features of our schools. This undertaking meant work, hard work, and extra work for the classroom teachers, but almost unanimously they agreed that the public reaction was well worth the extra toil. There would have been screams to high heaven if this project had been handed down as a *must* by an autocratic administrator; but, since it was suggested by a classroom teacher, voted upon favorably by a body dominated by classroom teachers and the plans formulated, the dates set, the title selected, and rules determined by classroom teachers, there could not be, and there was not, much criticism.

Another endeavor of the Council, which was called *A Project on Manners and Behavior*. One subject or topic is stressed each month, such as: *Conduct on Public Transportation, Behavior at Public Assemblies and Entertainments, and Respect for Property*. The fact that all pupils were included simultaneously on the same problem brought the benefits of concerted action. To introduce this problem the Council held an open meeting at which there were PTA members, clergymen, social workers, the probation officer and other interested citizens.

## Latent Talents Used

The Council by its very organization and mode of operation causes a democratic atmosphere to surround the teacher's relationships with staff members and should, in the long run, foster a similar and desirable relationship between teacher and pupil. This wholesome atmosphere encourages the intelligent participation of each person in accord with his needs, interests, and abilities. Such co-operative endeavors, as those in which the Council has engaged, have caused a breakdown of social cleavage between the teachers of different school levels and different academic backgrounds. The Council gives the teacher a chance to participate in non-classroom activities, thereby presenting an opportunity to demonstrate latent talents and leadership. Such opportunities are totally lacking under an autocratic administration.

Modern methods, an adequate marking system, new aims, and a departure from many traditional, but outdated ideas will be possible of realization when the teachers, through their Advisory Council, prepare the way with the school committee and the general public for their acceptance. Thus the teachers will be achieving their goals

\*Principal of Dedham Evening School, Dedham, Mass.



which the superintendent will second heartily as they mean better and smoother running schools.

Adherence to the Advisory Council plan will undoubtedly bring about a more efficient school system because it uses a democratic means to reach a goal, because it gives to the teacher the dignity and consideration due him as a skilled profes-

sional in his field, because it coincides with the American way of life, because it utilizes the principle that talents and abilities are used no matter in whom they may reside, and because it provides a way in which to settle all differences, problems, and controversies.

In Dedham the Superintendent's Advisory Council has brought an increased un-

derstanding and mutual appreciation of the problems of the school committee, the superintendent, and the employees of the department. To date we have taken some of the initial steps toward better schools, more satisfactory working conditions, and improved public relations, and we are convinced that they are steps in the right direction — by democracy in action.

### A Better Supervisory Job —

## Let's Do It By Suggestion

*Edwin J. Brown\**

When the man in the street says that someone is a good psychologist, without exception he means that the person is good at suggesting the thing which he wants done. All advertising is based on a psychology of suggestion, either indirect or at times blaringly direct. The popular psychology of suggestion has something which warrants its popularity. It is practical. It works.

Today when a major league baseball club is carrying on its regular pay roll a man who travels with the club, who spends time with the players in the club dressing rooms, who holds regular classes in which he deals with basic physical and mental tensions and methods of release from these tensions, the emphasis upon practical, everyday psychology is certainly with us.

The men and women in the teaching profession know about psychology. They probably know more about psychology than do any other business or professional group which works with the public. Knowing about psychology, they are, of course, good psychologists? Not much! They too rarely put what they know into practice. A teacher may be trained in child, adolescent, clinical, educational, experimental, functional, Gestalt, organismic, social, and even structural psychology and still not be a practical worker in the good old psychology of the street, suggestion.

For many years the writer has enjoyed working with the psychology of suggestion in the general field of school supervision. He finds that he can get things done, things that should be done without friction and with genuine co-operation from all concerned much more easily by suggesting it than he can by ordering it or even requesting it. It may be that the old stimulus-response theory, which talks about "When a bond is ready to act," is function-

ing. Again, when a suggestion is not carried out, no one has lost "face." When an order is not carried out, trouble must follow.

Suggestion might be defined in a popular way as the spontaneous calling up of an idea in the mind by a connected idea. As has been mentioned, it is a popular form of psychological effort. It dominates the sick room; it is used even in curing functional disorders; it gets the desired information to a jury in spite of the judge; it makes the fake play in football go; it occasionally wins a close decision at second base; it helps to get a tired baby to do mother's will without unpleasantness; and, if properly applied, it will do much to get a hard-working teacher to improve her instruction without her ever being conscious that she has received help from an outside source.

For the principal or superintendent who finds difficulty in cutting his own teaching schedule and his administrative work to the point that he has time for adequate work in the actual improvement of instruction among his teachers, work which after all is supervision, there is much to be said for the use of suggestion. Too frequently the busy administrator feels that he is failing in supervision unless he makes regular and frequent visits to the classroom of each teacher. While such visits are certainly a desirable phase of supervision, yet there is much that the principal who wants to aid teachers can do to aid instruction, to improve the general tone of his school, to build up a feeling of unity in the staff, much which is not dependent upon classroom visitation, teachers' meetings, demonstration teaching, or any of the other commonly recognized adjuncts of supervision.

### Reading Professional Literature

There is probably no single activity of the teachers which brings larger returns in the improvement of instruction and in

professional growth in general, than the reading of good professional articles in magazines and in reading good professional books. The statement is so true that it is almost axiomatic. All administrative and supervisory officers recognize the value of such reading but the question is always how to get it done.

Shall he ask for book reports? The idea is hardly worth considering. Shall he require teachers to subscribe to magazines? That is asking teachers to spend their money in a way which lies outside his jurisdiction. Shall he make it mandatory that all teachers read selected books and articles? The results are disappointing! There is something about the whole procedure which harks back to elementary school days when reading assignments were made in certain textbooks. Again, most teachers are certain that they read a great deal of professional material. That they do not, has been shown repeatedly.

### The Place of Suggestion

The question which arises is whether there may not be some indirect method of getting the best of the professional reading material to the teacher without having her feel that she has had a reading assignment made for her or that she must read the book or be "in bad" with the administrative officer. The following "suggestions" for arousing the interest of the teacher in reading are offered for what they may be worth:

1. The administrative and supervisory officials place a half-dozen of their best and most recent professional books on a public shelf in the office or elsewhere with a "check-out" card provided for each book. The suggestion is made that each teacher contribute one or two of her best books or magazines to the shelf for the benefit of all.

2. The devoting of one faculty meeting each month to the good review of recent professional books and articles which are good enough to have permanent value. Have teachers who bought the books do the review work.

\*St. Louis University.

3. The casual mention of a good professional book or magazine article to several teachers after having placed it on the "bait shelf."

4. Reading a challenging selected extract (preferably one which disagrees with common practice) at a teachers' meeting. Asking several teachers what they think of the statement; the book from which it comes being on the shelf.

5. Asking a teacher who does not read much for her opinion on certain selected passages in a book or magazine article which the teacher might profit by reading. After she has read it, quote her on her opinion to other teachers.

6. Try to encourage general reading interest by insisting that the school library select and purchase recent novels, and by allowing teachers the first privilege of checking these out on a limited time basis.

### Attendance at Summer Sessions

Summer school attendance is another phase of the improvement-of-the-teacher in service program which gets better results when it is brought about by the indirect rather than the compulsory attack. The average administrator will agree that he can get more teachers interested by indirection than he can by request or order. Some one of the following "suggestions" might be the means of converting the self-complacent teacher to the utility, pleasures, and desirability of summer school attendance:

1. Placing summer catalogs (especially the attractive ones) in the library, on office tables, and in rest rooms. See that the summer session posters (especially the attractive ones) from colleges and universities get space on bulletin boards. (Schools which put out unattractive advertising don't deserve recognition. Their "suggestions" are not strong enough.)

2. Encourage the board of education to offer substantial salary raises in the form of "General-good-to-the-school-aid" to teachers who attend two or more summer sessions in succession at the same institution. This is the surest way to get some work done on advanced degrees.

3. Supply each teacher with a good self-rating scale. These always call to the teacher's attention the emphasis that is placed upon summer school attendance by writers in the field.

4. Mention frequently the ease with which pleasure in the form of a summer vacation may be combined with summer school attendance. That professional advancement is more likely to follow, need only be suggested.

5. In your school bulletin, under the heading, "Advancements Made in the School," mention the names of all teachers who attended school during the past summer. Include also those who made extensive trips.

6. Publicly ask of teachers who have been in summer school recently, their opinion regarding recent educational developments. Let other teachers know you consider the teacher who is in summer sessions doing graduate or postgraduate work to be more authoritative on recent developments in educational practice than are those who fail to attend.

7. Mention a particular course which is to be offered or a prominent instructor who is to teach at some near-by, recognized institution.

8. Mention occasionally the professional and social advantages which accrue from attendance, even for one summer, at famous institutions.

### Development of a Professional Attitude

In the great American sport, baseball, players are in three distinct classes. First, there are the sandlot players, the boys who play in the pastures out in the country, on the teams in the hundreds of small

towns; these players are amateurs. Next, there is a great group of young men, much better than average in their ability generally, who get paid for playing by the game. Usually there are no contracts. These players make up the great "semiprofessional" group. Finally, there are the players who are in what is known as organized baseball. They play under contract. These men are professionals.

To this writer, teachers fall into the same subdivisions. There are thousands of amateurs. Some will always be amateurs. The desire to improve is lacking usually. Next, there is a great group of the "semipros." They are frequently good teachers. They work hard, are intelligent, want to advance. But in the back of their minds is always the thought that they are not quite sure about themselves, their future, their interest in teaching. They are semiprofessionals. Finally again, there is the great group of trained teachers, the men and women for whom teaching is a vocation, a calling. They would, in many cases, continue teaching regardless of how much wealth they possessed. These are the professionals.

To make the amateurs and semiprofessionals into professionals is the big job of the supervising principal or of the general supervisor. How does a teacher arrive at professional status? What is the change that takes place? What caused it to take place?

Some years ago, the writer took this question to a number of eminently successful, "professional" teachers. "When did you become a professional? What made you feel you had 'arrived?'" Below are the answers received. All were named more than once:

a) Publishing a first article in a professional magazine

b) Being a speaker on a professional teacher's program

c) Completion of an original study, such as a master's thesis

d) Being asked to demonstrate a technique before a skilled teaching group because of having a particular skill in that technique

e) Conducting an experiment, although small, and being able to observe the results of the effort

There isn't much doubt that the supervisor (regardless of the title given) who can get some of these things to come to pass would be improving the teacher in service. Can any of it be done indirectly, that is by suggestion?

1. Go out of your way in your effort to place some of your best teachers on state and county teacher programs.

2. Aid and encourage teachers in setting up small learning experiments in their classrooms. Indicate how controls may be utilized. When finished, get the method, technique, and results before other teachers as the teacher's work. If worthy, aid in getting the material before a reputable publisher.

3. Suggest a plan of cross-visitation that every teacher may visit in line of duty every other teacher in the building. Plan this work that the hostess teacher may always be teaching in a field in which she is at her best. Take over the absent teacher's class yourself. You'll learn too.

4. Ask the teacher's permission to bring some

other teacher or even the superintendent to see her teach some subject or demonstrate some work that she does well, if not exceptionally well. Eventually do this for every teacher in your permanent staff. This visit could be the turning point for some teacher.

### Suggestion in Improving Pupil Self-Control

Many studies have emphasized the importance of pupil control in the success of the young teacher. Lack of the ability to control probably causes twice as many failures as does weakness in knowledge of subject matter. At least one thorough study of teacher failure puts lack of control as causing no less than 25 per cent of the total failures among those who did not make good. Anything which hits this hard in causing failure must be one of the items worth considering for every person concerned with the improvement of the teacher in service. Here again, direct methods are apt to be of little or no avail. Whether it is possible to improve the work of a teacher in this fundamental item of success by more subtle methods remains to be tried. Some one of the following suggestions may be helpful:

1. Try developing co-operatively, among the staff, a written code of suggestions for the improvement of pupil control in the classroom and on the playgrounds. Be sure that teachers weak in control are given prominent places in the development of the work.

2. Send to all teachers, both the strong and the weak, suggestions for regulating classroom conduct. Many of these may be rather mechanical in nature, such as seating arrangements, placing of school appurtenances, such as the dictionary, pencil sharpener, the teacher's desk, etc. Stress the necessity for building good classroom morale. No rules are set down, of course.

3. Ask a teacher very strong in her schoolroom control to tell a teachers' meeting how she does it.

4. Arrange for a teacher who is having trouble to visit several teachers who are marked by their fine classroom morale-building technique.

5. Suggest to a teacher having trouble the desirability of knowing the ringleaders in trouble-making more intimately. If she has a car, taking them, one at a time for a drive with her, planning picnics with not more than two or three at a time. They are not "teacher's pets," so other pupils will not suspect her of catering. Giving responsibility to these often helps.

6. The principal or supervisor who is seen frequently on the playground suggests to the teacher who is not commonly there (but should be) the desirability of getting outside more.

### Neatness and Modesty in Dress

This is a phase of the personal and social life of the teacher; a phase which goes over into the attitudes, the habits, and the behavior of the boys and girls in her classroom. There can be no direct attack on this. No woman will ever profit by having another woman — or a man — tell her she is unbecomingly, improperly, or immodestly dressed for the classroom. At best she will be resentful; at the worst she will be fighting mad. This does not mean however, that teachers do not dress unbecomingly, in poor taste, and even immodestly. How change the situation? Why not try "calling up in the mind an idea by a connected

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# Putting a Central Warehouse Into Operation

## Preliminary Planning for a Centralized School Warehouse

R. B. Eaton\*

### Part I of Two Parts

#### Authorization of the Warehouse

Preliminary to the actual authorization of the establishment of a school central warehouse must be the recognition of the problems involved by the board of education, the administrators, and the teachers. Materials needed for school operation must be available when required. Adequate storage and distribution facilities must be provided. There should be a required procedure established in the school system for acquisition, storage, and distribution of supplies. Mort and Reusser<sup>1</sup> have copied an excellent list formulated by the National Association of Public School Business Officials. Not only is there the problem of scarcity brought about by economic or

military operations on a national scale, but also becoming of major importance today are the problems arising from labor-management troubles. Transportation tie-ups in recent years on the West Coast, due to strikes, have seriously hindered the operation of the schools. Economies rendered possible by large scale purchasing and opportune purchasing become available. Once these problems are recognized and understood by all parties, the next step will be the authorization by the board of education for the establishment of the necessary facilities.

#### Planning the Facilities

One of the first steps to be taken is the selection of the site upon which the warehouse is to be located. This should have the following characteristics:

1. Centrally located with respect to the schools
2. Well integrated into the over-all establishment of service facilities pertaining to the school system

3. Located in an area which provides adequate room for future expansion and for parking.

The next step is that of planning the layout of the warehouse building. In areas where the cost of land is relatively low, warehousing structures are now generally of a one-level type. While the construction would vary according to the area, it should be so built as to permit a maximum of alterations for expansion if later needed. Inasmuch as lift forks and other trucks are now a vital part of the operation of any warehouse, grading of the floors and outside areas should be done with a view to the proper use of these vehicles. Adequate heating should be planned for both office and outside warehouse space. Adequate office space should be provided to care for the clerical force which will be required to administer the maximum program. Adequate lighting should be provided with attention to maximum flexibility in both location and number of lamps. Fluorescent lighting provides the advantage of

\*Assistant Business Manager and Purchasing Agent, Modesto City Schools, Modesto, Calif.  
<sup>1</sup>Mort, Paul E., and Reusser, Walter C., *Public School Finance*, pp. 306-308 (New York: McGraw-Hill Book Company, Inc., 1941).



The order center where articles requested by the schools are brought together and packed for shipment to the school buildings.



The stock room of the Modesto Schools is a model of neatness and cleanliness which pays in the efficient handling of orders.

enabling more lamps to be put on one circuit, so that expansion of the lighting fixtures may become more easily possible after the internal setup has been determined.

Adequate storage space should be carefully planned both for bins and for bulk storage. Gates should be provided on all truck-way doors in order to assure security and ventilation. A large outside incinerator should be provided to dispose of waste material. Worktables must be arranged for the sorting and packaging of materials. Rest rooms for male and female employees must be provided. Dock areas on which lift forks can operate in removing material from trucks must be provided at both gateways.

#### Minimum Staff and Their Functions

To adequately staff a school warehouse, it is necessary to provide personnel to perform the following functions:

1. Receive and count merchandise
2. Stock and store merchandise
3. Maintain adequate records
4. Fill orders and deliver merchandise
5. Provide information and advise regarding stock

6. Maintain and keep up the facilities.

To accomplish the above functions, it is necessary to have one man who has the responsibility of supervision. Depending upon the size of the installation, this man might be able to also care for the stock records. In any event, he should be thoroughly familiar with the methods and procedures followed in stock keeping. In an installation with an annual turnover of fifty thousand dollars, the probable requirements would be a warehouse manager,

a stock clerk, a part-time records clerk, and a part-time delivery man.

The functions performed by these school warehouses may vary so much between one school system and another. To meet local needs each school system should provide the personnel most suitable to accomplish its purposes. For the proper protection of materials only the warehouse manager and his directing superiors should have access to the building.

#### Preparing Standard Lists of School Supplies

In any real program of centralized school purchasing, it is necessary to arrive at standardized lists of equipment and supplies in order to attain the highest efficiency in stores management. Such standards have many obvious advantages, among which are uniformity of quality, larger purchase units, and greater service benefits offered. It is not the purpose to limit individual teachers in their freedom of choice, although necessarily many times this may result.

The Standardization Committee of the California Association of Public School Business Officials lists the following advantages of standardization and simplification:<sup>2</sup>

1. It reduces the number of items.
2. It aids in determining the minimum quantities of materials to be allowed for each activity.
3. It reduces costs of materials by allowing larger purchases of fewer types of materials. Further, savings accrue to the

<sup>2</sup>Standardization Committee of the California Association of Public School Business Officials, *Handbook on the Selection and Procurement of School Supplies and Equipment*, p. A4 (Oakland: 1025 2nd Avenue, 1941).

manufacturer if the number of types manufactured could be reduced in the long run.

4. It aids in drawing suitable specifications.

5. It aids in the testing of materials against standards.

It is necessary to set up some co-operative plan to determine these standard lists of school supplies. Engelhardt states that "the plan for determining these standards must be worked out. The central office cannot do this alone . . . professional matters require specialized knowledge and study."<sup>3</sup> In order for the plan to have the support of the teaching staff, the teachers and/or the principal must participate in the decisions.

A good beginning point is the determination of a list of supplies which will be furnished to the schools throughout the year. Once this list is arrived at, then the committees made up of teachers, principals, supervisors, and members of the business staff can begin work setting up standard lists of supplies. The following is a partial list of some of the more important factors to be considered:

1. Is the item justified in the educational program as being promoted by the administrative officers, the supervisors, and the teaching staff?
2. If found to be sound in educational theory, is it an item which is financially feasible?
3. Is there a suitable substitute—regardless of whether it is more or less economical?
4. To what grade level are these items to be supplied?

#### Standards for Utilization

Having obtained a standardized list of supplies, the next step is the developing of a standardized list of supply utilization. A study of the experiences of other school systems in working out lists of this type, analyzing historical records in the local own system, and developing records which will aid in future analysis, will assist in developing the utilization requirements of these supplies based upon an ADA per pupil computation or upon the requirements of a standard classroom of so many pupils.

It is important to bear in mind that the needs of each community and locality must be considered from the standpoint of their individual requirements as a result of the peculiarities and common factors of their everyday activities. Nonetheless, a basic beginning can be made and then developed through years of analyzed experiences.

Consideration should be given to those items which, although it is not felt should be based on a standard allocation should be made available to the schools through a

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<sup>3</sup>Engelhardt, N. L., and Fred Engelhardt, *Public School Business Administration*, p. 654 (New York: Bureau of Publications, Teachers College, Columbia University, 1947).



# A Special Room That Succeeded

*Cordell Thomas\**

The schools of Richmond, Mo., have just had a rather pleasant experience in which we "missed the bus" with a project in special education instituted during the school year just closed.

Having resolved to attempt to do something for the youngster who was having a hard time doing the regular academic work in our school, or who was not even able to do it, we decided to set up a special room and provide a special teacher for this room.

Our aims were these: (1) to make the room, first of all, a pleasant place in which to be; (2) that it be a privilege to be assigned to that room; and (3) that this privilege be granted only to those whom tests proved to be most in need of it.

In order to accomplish the above aims, we decided upon the following procedures: (1) Since the youngster would first be seen in school and society, we planned to make a campaign on personal appearance. (2) Since they would be heard as well as seen, we campaigned also on proper, pleasant, interesting speech. (3) Since this was a special room, we were going to proceed with teaching an intensified program of citizenship.

Our primary aim however, in all of this, was that of making school a pleasant place for these youngsters to be. We bought hand tools and art materials which would not ordinarily be used in regular classroom work.

We gave a battery of tests and from these tests selected forty students, twenty from each of the two elementary schools in our city system. We set aside a half day

\*Superintendent of Schools, Richmond, Mo.



Personal Help is a Keynote to success in both academic and shop work.

in each school for work on this program. This would not mean, however, that a student necessarily spent a half day in the room, although some members of the class did. Others spent from 40 minutes upward. We sent letters home to the parents, advising them that a special effort was being made to assist their youngster, by special help, to regain his interest in school and

accelerate his work. We also informed them that the selections had been made upon the basis of needs, we having taken only those whom tests showed to be most in need of help. If for any reason it was not desirable on their part for the youngster to take part in this experiment, they were asked to notify us immediately in order that we might pick the next child on the list. Parents were immediately enthusiastic and deeply grateful of this extra effort.

The work done in the room was of such an interesting nature, that we were constantly pressed that other youngsters be allowed to enter the class as soon as possible. We were careful not to name the room "Opportunity Room," "Activity Room," or any other of the names which children often have commonly associated with "dumb bunny" sections.

The youngsters dealt with had difficulties such as deficient hearing, impaired eyesight, rheumatic heart, spastics, speech defects, and general cases of retardation.

Our plan was to start out with manual projects and encourage reading in order to see how these projects were to be done. The reading was kept simple and was as interesting as we could make it. For example, our teachers chose a unit on Eskimos. Dog sleds were built. Papier-mâché dogs, Eskimos, seals, and igloos were made. It was necessary of course, to do much reading in order to learn how these things should be constructed. Other units followed on Indians, birds, and special holidays.

Toward the end of the year we were sur-

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The teacher masters the problem of each child and helps solve it by sympathetic visits to the home of each child.

# For an Enriched Curriculum

C. J. Dintelman\*

In a recent article on a physical education curriculum, the following statement was made by its author:

"The freshman-sophomore class has a broad sports curriculum, and the junior-senior class has a curriculum of individual activities such as tumbling, archery, tennis, etc. To this curriculum we have added a four weeks' course in squirrel hunting. This is the first year this course has been taught, and (considering the difficulties of beginning a new activity) I believe the experiment was a success."

Continuing from an outline of the course in the same article: "The course will consist of several things: learning to shoot, learning the habits of squirrels, learning to stalk and use your eyes and ears acutely, learning to dress out squirrels, and actually putting them all together and hunting. You will practice shooting, furnishing your own shells, of course, quite often. Then, as a grand finale, you will go hunting; and bagging a squirrel shot through the head will mean an 'A' in the course."<sup>1</sup>

A letter from the state department of Conservation is also quoted to the effect that they hope "your course will be followed by other schools to teach our young men the fine art of hunting."

This article, together with the admonition given other schools to consider the course explained, deserves more than passing mention. Several possibilities are suggested, the merits of which will be discussed here.

## Other Arts Neglected

Squirrel hunting is only one of the many fine sports which have until now been largely neglected by our high school curriculum. Why not follow the course in squirrel hunting with similar courses in rabbit hunting, duck and goose hunting, small bird hunting (dove and quail), and trap shooting (clay pigeons)?

By a little use of the imagination, the content of such courses is not hard to visualize. The course in duck hunting, for example, could include learning to handle a boat, how to stay out of water too deep for your boots, and most important of all to would-be duck hunters, how to avoid drinking so much whiskey before getting to the duck blind that all hope of actually hitting any ducks would be lost. Since most duck hunting is usually done in wet, cold weather, with much wearisome waiting necessary in blinds, this problem can present a real challenge to the duck hunting instructor. Many otherwise skilled duck hunters have failed to bring in their quota because they got cold or wet in a duck blind and someone told them, "better take a little nip to keep from catching cold." The possi-

bilities here for correlation with the study of health and hygiene and the harmful effects of alcohol will not be overlooked by the alert instructor.

Duck calling should be revived and taught in this course. This is a fine, but almost lost, art. By cupping his hands in the approved fashion, pressing his puckered lips to the right place and then exhaling forcibly, the old-time duck hunter was able to produce a reasonable enough imitation of a duck to attract many birds to within range of his gun. To be able to do this, however, he had to know his duck vocabulary so that he would not, by mistake, give the warning cry and drive them off. Here, a study of the various calls of birds could be introduced which would fit in nicely with the high school biology course. In modern hunting, of course, the student may purchase an instrument with which, by a little practice, even the novice may soon learn to lure the unwary duck to his untimely demise. The music instructor should co-operate in the development of this course to help teach the right pitch and proper embouchure to be employed for the proper use of the duck calling instrument.

## Correlation With Woodworking

The making of wooden decoys is another branch of the duck hunting curriculum which needs further development. Needless to say, the common learnings approach should be applied, with the woodworking shop and the art and science departments all co-operating in this phase of the study. The instructor with vision and enthusiasm can easily carry on from here, and can see from the few ideas given above the almost limitless opportunity for the development of his course, and the possibilities for integration with other branches of the curriculum.

Now let us turn to some of the other courses which might well become a part of the modern high school curriculum. Take trapshooting for instance. To make the course more attractive—and to avoid confusion of trapshooting with shooting craps—the course might more properly be entitled, "How to Win the Christmas Goose." A study of the habits and composition of clay pigeons should be made. Co-operation with the speech and dramatics department of the school should be sought in securing just the right tone to be employed in shouting "pull!" This term needs no clarification to the experienced trapshooter, who knows very well that the proper enunciation of his word is important in determining the direction of flight to be taken by the released missile. A proper study of the well-known perversity of inanimate things should

convince the student of the importance of this. An interesting reference which could be introduced at this point is the work of H. B. Rhine, of Duke University, on extra-sensory-perception and the power of mind over matter.

The fact that a bird won at a trapshooting contest often costs several times what one would have to pay for the same bird at the butcher shop might be pointed out by the mathematics teacher. The instructor in trapshooting should see this teacher ahead of time and forestall any such subversive propaganda by pointing out that it is the spirit of competition and sportsmanship which is of most importance in this branch of study.

Other types of hunting should be developed in the communities most suited to them. The school administrator should always seek to develop his curriculum in a way that will most suitably meet local needs. No hard and fast rules can be laid down, since communities differ so widely in their individual needs. Quail or dove hunting, as an example, could probably be developed as a major course of study in central or southern Illinois, while in northern counties a course in pheasant hunting would probably meet with wider interest and broader community acceptance.

## Another Branch of Study Suggested

Coon hunting is a branch of study which should certainly not be overlooked in any consideration seeking methods of enriching the high school curriculum. All students should be brought to the proper appreciation of this fine sport. Since this is a night sport and cannot, therefore, be included in the regular daily schedule in most schools, it might properly be organized on an activity or club basis, with meetings scheduled once or twice a week during the open season. The instructor should be careful to seek the full co-operation of the administration, however, in arranging to have participating students excused from morning classes following an all night hunt.

To sit around a campfire in open timber land listening to the sweet music of a good "tree" dog baying from the opposite hillside, is one of the finest experiences that can come to a teen-age boy or girl. The fact that a few morning classes in English or algebra may have to be missed will not be allowed to interfere with the course, if the school administrator is progressive and awake to the needs of his people. It is well known among hunters that the coon is not only a very intelligent and wily little animal, but is also very clean in his personal habits, is always well groomed, and washes himself frequently,

\*Superintendent, Community Unit District No. 321, Winnebago County, Ill.

<sup>1</sup>"Varying the Physical Education Curriculum," *The Educational Press Bulletin* (Springfield, Illinois), December, 1949.



even washing all food before eating. The lesson will not be lost on the adolescent student studying the habits of this little creature so worthy of emulation.

To achieve success in this course, the student would also be required to study various methods of illumination for "shining" the coon after it is treed and for finding his way through the woods in the dark. To keep from getting lost, the use of the compass could be studied along with an introduction to astronomy and navigation.

Development of a good sense of balance is also required, for it is not easy to go across creeks and ditches at night on an old log or fallen tree trunk while running in pursuit of hounds on a hot scent. Several weeks of work with the instructor of aesthetic dancing should precede the first class attempt at this sort of thing.

To conclude our examination of the possibilities of the hunting curriculum, we should not overlook the possibilities in American big game hunting. Such a course could be a fitting climax to the year's work, culminating in a well-organized expedition to Montana or Wyoming. When one thinks of the opportunities students would get for the firsthand study of geography from such an expedition, the cost should not be a prohibitive factor. In such a venture, the educational possibilities are virtually unlimited. Or, if a trip to Montana or Wyoming is out of the question, in some northern Illinois communities, especially during the winter's coal shortage, an organized gunning expedition for John L. Lewis would be sure to meet with wide community support.

#### Further Possibilities Indicated

If time permits, other related fields should be included in the year's work. As an example of such a related field, I have in mind the excellent old sport of nut hunting. Since nuts and squirrels have always been closely associated, it is readily apparent that this course would fit in nicely with the general content of the other branches of study, and would, no doubt, be approved by the conservation department.

The study could be introduced by a unit on how to get a farmer's permission to pick up nuts in his woods. Indeed, this problem of permission should not be overlooked in any of the other hunting courses, since farmers have been known to resent trespassing on their property, especially if a cow or pig is shot by mistake by a young hunter. A load of buckshot fired by an irate farmer into the seat of a student hunter or even of the instructor, would likely have a disturbing effect on the popularity of the course. Therefore, at the outset, this matter of permission should not be neglected.

Another activity which should be part of the content of this and the other hunting curricula is the art of climbing through fences without tearing one's clothes. Gymnastics to the extent of actual instruction in contortion will need to be taught to facilitate artistry in this activity.

## Help Red Feather Community Campaigns



Social center activities are helped by the Community Chest funds where public school social centers are unable to provide housing and competent direction.

How to avoid the farmer's herd bull is a science in itself, and correlates nicely with the fence climbing aspect of the course. The larger city schools may have to bring in outside teaching talent for their bull problems. A Spanish or Central American Mattador would be ideal outside talent to bring in for this phase of instruction. In the smaller, rural high schools, some local farm boy will likely be found who has had enough practical experience in handling bulls to be able to do the job very nicely.

The modern physical education teacher will, no doubt, be able to think of many other fields or related study which could be included along with, or substituted for, the ideas presented above.

In conclusion, I would like to point out that I have tried to keep all suggestions as practical as possible, and at the same time have left out enough details to give the individual teacher wide scope in using his own ingenuity in organizing the contents of the year's work.

It will be noted, also, that in addition to practicality, many suggestions have been given for correlation with other school subjects, adaptation to local needs, the bringing in of outside talent, and the use of reference material.

Schoolmen, awake! Bring your curriculum up to date by including a course in squirrel hunting. Organize a coon hunting club! Let your students get firsthand information about ducks. Restore to them the knowledge of our

pioneers who knew how to find nuts, and don't forget the bull and the buckshot.

#### PEAK ENROLLMENT REPORTED IN SCHOOLS

The U. S. Office of Education has reported that 32,903,000 children and young people will be enrolled in all types of schools and colleges during the school year 1950-51. Elementary schools will enroll 23,686,000 pupils, a million more than in 1949-50. The secondary school enrollment will reach 6,142,000 students.

Institutions of higher education, including public and private colleges and universities and normal schools, will have a student body of 2,700,000.

School building needs are much greater today than they were before World War II, according to Commissioner McGrath. Today's acute shortage of school facilities is due primarily to deferral of construction during the war period from 1941 to 1945, to a shifting population during and since the war, to reconversion activities, and to a record number of children born during the war period. Thousands of children in 1951 and for several years ahead will attend overcrowded and makeshift classrooms. Large numbers of pupils will attend school on a half-session plan, and thousands of boys and girls will be taught in insanitary and unsafe buildings.

The Office of Education points out that school problems will be more critical in 1951 in many areas as defense projects are reactivated, as reclamation and flood control projects are expanded, and as military housing projects take on increased activity.

The number of children entering the first grade for the first time this year is estimated at 2,800,000 children. A jump of 1,000,000 in the number of these children is anticipated for the school year 1952-53.

# Your School Building Values and Insurance

*Elmer W. Stanley\**

That building costs have risen is painfully well known by all school directors but the amount they have increased is seldom published. For that reason, the following index of construction costs (new) may be of interest:

Year	Cost Factor
1913	100
1914	98
1915	101
1916	116
1917	143
1918	177
1919	229
1920	283
1921	216
1922	200
1923	224
1924	222
1925	217
1926	217
1927	217
1928	217
1929	217
1930	200
1931	178
1932	155
1933	150
1934	161
1935	162
1936	170
1937	198
1938	199
1939	200
1940	204
1941	217
1942	241
1943	252
1944	261
1945	271
1946	322
1947	430
1948	490

Thus a school which cost \$100,000 to build in 1913 could be replaced with an identical structure for \$490,000 in 1948. Or, if your school was built since 1913, an equation will show what it would cost to replace. Thus the 1948 replacement cost of a \$100,000 school built in 1930 is \$245,000. ( $\$100,000 : 200 = x : 490$ )

\*Executive Secretary, Washington State School Directors' Association, Olympia.

These figures are also useful in determining whether you are underinsured.

Let us take as an example the case of a \$105,000 school plant built in 1940. First deduct from the original total sum these items separate from construction cost (notably land). If these come to \$5,000 then the remaining \$100,000 represents original construction cost. Applying our formula then:  $\$100,000 : 204 = x : 490$  then  $x = \$240,196$  or the cost of replacement in 1948.

From this total should be subtracted the present cost of uninsurable values in the property, such as foundations, sales tax, underground pipes, shrubs and (sometimes) the architect's fee. Assuming that these items come to \$30,000, then the balance of \$210,196

is left from which depreciation and obsolescence should be deducted.

A common method of calculating obsolescence and depreciation in school structures, for insurance purposes, is to reduce the property's value by 5 per cent each year since the date of original construction. This reduction is continued for slightly over 23 years, at which time the building's value has declined 70 per cent. The value then is considered to remain the same as long as the building is in use.

On this basis the building being used as an example would have declined to a net of \$139,668.85 at the end of eight years. This value would need to be used as a basis for insurance or the school district might suffer a severe financial blow in case of a fire loss.

Applying the factors and procedure outlined above to your own district will give you a general idea of your present valuation. If it indicated that you are not adequately insured it is recommended that you review your insurance position with your local agent and have an architect or appraisal company determine your local values which may vary from the averages quoted above. An appraiser will usually make a "thumbnail appraisal" for ten or fifteen dollars.

## The Advantages of Salary Scheduling in Smaller Communities

*Donald W. Dunnan\**

Few communities in the United States, employing one hundred or more teachers, attempt to deal with the problem of teachers' salaries without a formal schedule. Many of the salary schedules now in operation have been developed without a great deal of scientific research behind them, with the "going wage" in the area as the criterion for determining what should be paid. Consensus among those employing salary schedules is that such a plan is superior to a year-to-year haphazard method of establishing wages.

In very small school districts employing ten or fewer teachers, salaries established on the basis of school board opinion and individual negotiation may possibly be defended. The tendency on the part of board members in the very small school districts to accept as a valid criterion for establishing the minimum wage as the lowest salary that must be paid to fill a position has been unfortunate. However, in recent years, the shortage of qualified teachers has proved to many boards operating under this procedure, that the schools suffer most seriously if they take what they can get for the low dollar. A much more sensible approach would be to determine how much the community could afford to pay to fill a particular

position, then to seek the best qualified person available at this wage.

### Advantages of Salary Scheduling

The purpose of this article is to point out some of the advantages of salary scheduling in communities employing fewer than one hundred teachers and more than ten. Communities in this range that have adopted salary schedules have, in very few instances, abandoned them. Salary scheduling in the smaller community does the following:

1. Provides for improved budgetary practices
2. Promotes higher morale among the school employees.
3. Removes from the school board and superintendent one major administrative headache

Experience has shown that salary schedules in smaller communities function most effectively when the following considerations are given to the establishment of the basic salary schedule:

### I. MINIMUM

In establishing the minimum salary for any school district the following factors should be considered:

- A. What is the average salary paid to school

\*Superintendent of Schools, Franklin, N. H.



teachers within the region? In the smaller states, state average salaries can be obtained from State Department of Education offices. In larger states, the county superintendent's office has the information necessary.

B. A suggested minimum salary proposed in a 1935 N.E.A. study, is a sum that will provide one and one third times the cost of maintenance of a single person not living at home, but not maintaining a home. School board members can usually make a surprisingly accurate estimate as to what this figure should be. However, it is important that this figure be based on a 52-week year.

## II. INCREMENT

The annual increment under a salary schedule needs to be given careful consideration. The increment should be generous enough to serve as an incentive to professional improvement and to keep the teacher reasonably satisfied with his economic position. If the increment does not do this, smaller school districts will continue to serve as a training ground for the larger cities, with teachers leaving after a year or two of service to accept better paying positions. The smaller school districts cannot compete with the larger centers indefinitely, but should plan to hold satisfactory teachers for a period of at least five or six years. Due consideration should be given to the following:

A. Annual increments ought to be at least 10 per cent of the basic annual salary.

B. It is advisable to have the increment for the first three years somewhat higher than the increment for the fourth, fifth, and sixth year since the minimum salary will probably be admittedly low.

C. Assuming that the maximum salary is reached in a period of six years, some provision should be made for additional compensation for exceptional teachers once in three years after the scheduled maximum has been reached.

D. Some additional provision should be made to encourage further study.

## III. SINGLE SALARY SCHEDULE

The single salary schedule proposes that all teachers with comparable training and experience receive the same wage regardless of grade level or of sex. There is considerable evidence to support the contention that the cause of education is best served through single-salary schedule adoption. Few communities find that they can make the minimum salary and the annual increment high enough, however, to enable a teacher with dependents to adequately support himself. In practice, many deviations from the single salary schedule are operative. Some of these are:

A. *Dependency allowances.* While there are many arguments against dependency provisions in a salary schedule, there are also many things that may be said in its defense. The most important single statement that may be made in the defense of dependency allowances is that such a provision works. It is generally accepted by teachers as justifiable, and serves



Happy to Return to School.

to keep in the profession young married men who might otherwise seek employment during out-of-school hours or leave the profession.

B. *Extra pay for extra duties.* While this provision has been rather widely adopted in certain sections of the country, it probably does not operate too satisfactorily. There is apt to be contention as to the justification for certain extra pay allowances, and it is apt to develop undesirable competition among teachers for duties usually classified as extra-curricular, but which ought to be considered a part of the basic teacher responsibility.

C. *Cost-of-Living Adjustments.* There has been some experimentation with the cost-of-living indices as a factor in salary schedules in order to compensate for increased living costs. During a period of rapidly accelerating living costs, the use of some such device probably serves to improve morale among the teaching force. How well such techniques will hold up in a period of recession has yet to be determined. Probably an over-all readjustment of the basic salary schedule will prove more satisfactory in times of economic inflation as well as during times of recession.

With these considerations borne in mind, smaller school districts may well undertake an analysis of teacher-salary situations. This is most easily achieved if a representative group to study the problem is authorized by

the local school board. Experience has shown that the salary study committee should be composed of board members, administrators, representatives from the teaching force, and influential lay persons. When this group arrives at conclusions upon which they can agree, the probability of community support of a salary schedule plan is almost certain.

### PLAN PATRONS' BULLETIN

At Culpeper, Va., a committee of teachers and administrators in the school system has completed plans for a school bulletin, to be issued to the school patrons, setting forth the essential facts about the county high school. In the publication the committee sought to inform the public and to give full facts concerning the school under four main divisions: (1) what the purpose is, (2) how the school is set up, (3) how well the school is doing the job, and (4) what the plans are for improving the services to the students and the community.

The administrative department has continued its practice of conducting a special orientation conference for teachers new to the system. The teachers were taken on a tour to points of local interest, with special emphasis on such things as water works, local industries, etc., so that the teachers might later arrange trips for their classes.

Committees of teachers are engaged in the work of arranging courses of study for all 12 years of the school system in English, social studies, mathematics, and science. It is expected that the introduction of local courses of studies in the various subject fields will result in the improvement of instruction.

Give the Children a Chance —

## A City Builds New Schools

*J. D. McAulay\**

City X is situated on a harbor bay at the southern end of an island on the Pacific coast of North America. It had been a quiet residential city up until World War II. It is the place to retire for the aged, tired, and wealthy, for pensioners and for civil servants. The homes are lived in, the gardens beautiful. The quiet streets were seldom disturbed by childish laughter. In the suburban areas the street lights were turned off each evening at ten o'clock. No one was out after that hour.

But the war and its aftermath brought many changes. The navy and air force moved in; so did the shipbuilding industry and with it the required labor — young men and women who needed homes and schools for their families. A housing project provided the new homes. But the schools? The old buildings were stuffed to bursting. The population of the city had increased from 25,000 to 95,000 in six years and continues to increase as more people move in to man the new industries.

### Board Adopts Policy

The new board of education, elected in the fall of 1949, immediately adopted a policy for public relations. In the words of the superintendent of schools, "In our board of education we have a committee known as the Public Relations Committee. It is the duty and purpose of this committee to look after such matters as press releases, issue bulletins to the public, and use any other means that come to hand to enlighten the public regarding the aims and objects of our educational policy." This committee issues weekly a little bulletin called "Educational News," which gives general information on the city schools. These bulletins are placed within easy reach of the public: on racks on the city's trolleys and buses, on the newspaper stands.

However the big job of the relations committee has been selling to the property taxpayers, who, in the majority of cases, have no children in school, the need for new schools. A referendum was taken last June 16 asking the taxpayers to authorize a bond issue for five million dollars to build new schools. How was the community conditioned to this referendum?

### How the Job Was Accomplished

The first of May (a fiesta week end) always calls for big celebrations in the city — parades, sports, air force, and naval reviews, etc. In the morning parade the relations committee entered floats with the models of the proposed new schools. One float stuffed with three- and four-year-olds, took the hearts of the crowd. It had the single caption "Will there be schools for us?" This parade emphasized chil-

dren. There were children on decorated bicycles, on ponies, on scooters, on recreation floats. Over this holiday week end, on the grounds of elite homes, there were kindergarten programs, open to the public. There was a plug for the need of new schools, somewhere on the program. A girl from each school was elected May queen for her community, and was crowned, beside her sister queens with elaborate pageantry at the mayor's home. His Worship, during the ceremony, stressed the need for new city schools, "for such lovely queens." The spacious gardens were crowded with those taxpayers to whom these words were most significant. The school bands gave concerts in the parks; the Junior Symphony Orchestra gave an evening concert and in every case the chairman pointed to the need for new schools in his opening remarks.

Much use was made of the radio to bring the need for new schools before the public. Selected members of the school board and the superintendent gave talks over the air on the work of the schools, the crowded conditions of classrooms, the antiquated buildings. For two months the news broadcasts from both local radio stations concluded with some statistical fact concerning the schools of the city. Almost daily, the news broadcasts contained some item concerning the schools. One news broadcast, I recall, stated that the chief of the city fire department reported that certain named schools were fire traps; the lumber was so old and rotten they constituted a real city fire hazard.

Both local newspapers were approached early in the planning of the bond issue campaign and their support was fully secured. During the campaign the superintendent of schools ran a daily column in which he discussed all subjects from the integrated cur-

riculum to classroom discipline in a particular school. The newspapers gave prominent accounts of school activities — concerts, student council elections, parties, dances, etc. Half-page advertisements were run, contrasting pictures of new and old schools or captions such as the following: "We lack the educational facilities possessed by other cities of the same size . . . only an adequate and immediate school building program will give City X a modern educational system."

Placards in shop windows and in trolley buses, prominent bill boards, stickers put on auto windshields by service station attendants emphasized the need for new schools by displaying one of the following:

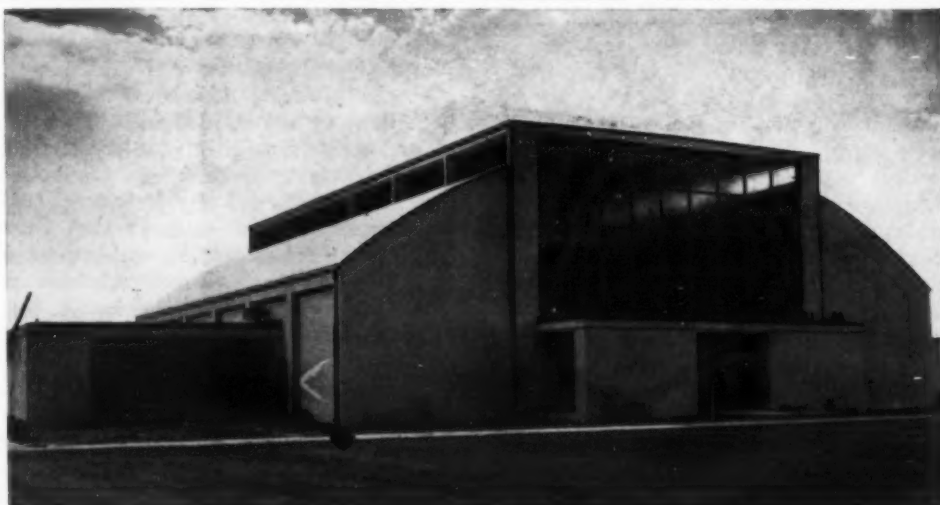
"Give the children a chance,  
Vote *Yes* for new schools."

"Our most precious asset,  
Your children  
Vote *Yes* for new schools."

The school superintendent, members of the school board, and school principals gave talks before every social and service group in which they could secure a hearing. Nor was the church pulpit forgotten.

A "school week" was held just before the referendum. Evening programs and concerts in which children participated, were held in each school. The community was invited to attend. During the evening prominent state and national educationalists, secured for the occasion, spoke for a few moments on the needs of modern youth. During this week, special invitations were extended to the community rate payers to visit the school and watch it in session. The week culminated with a sports day in each district in which all the schools of that district participated and to which, again, all the prominent rate payers were invited.

The bond building referendum was held the last Friday before school closed for the summer. The results at the poles were positive. The superintendent has taken July as a holiday for salmon fishing. He is evidently more successful at public relations than at fishing. The foundations of six new schools are in the process of being laid — only four salmon have been caught to date.



Gymnasium of the West Phoenix High School, Phoenix, Arizona, is designed for maximum light and ventilation in a hot climate.

\*Director of Education, Southern Oregon College of Education.





Exterior, H. K. Williams Elementary School, Edgewood Common School District, San Antonio, Texas. — Paul G. Silber & Company, Architects and Engineers, San Antonio, Texas.

### A Texas Primary School —

## H. K. Williams School Includes Unique Classrooms

The 8-classroom unit of the H. K. Williams School, recently completed in the Edgewood Common School District, near San Antonio, Tex., is the answer to a number of challenges which confronted the board of education and the architects. The building is located in a Latin-American district adjacent to San Antonio, which has an exceedingly low economic base. To provide simple classroom space, the utmost economy was necessary in the design and construction of two needed school buildings. The school district had only \$100,000 available in bonded funds to erect and equip 14 classrooms in these buildings.

The educational planning of the buildings was carried on by E. E. Arnaud, superintendent of the Edgewood District. He also represented the board of education in the supervision of the construction.

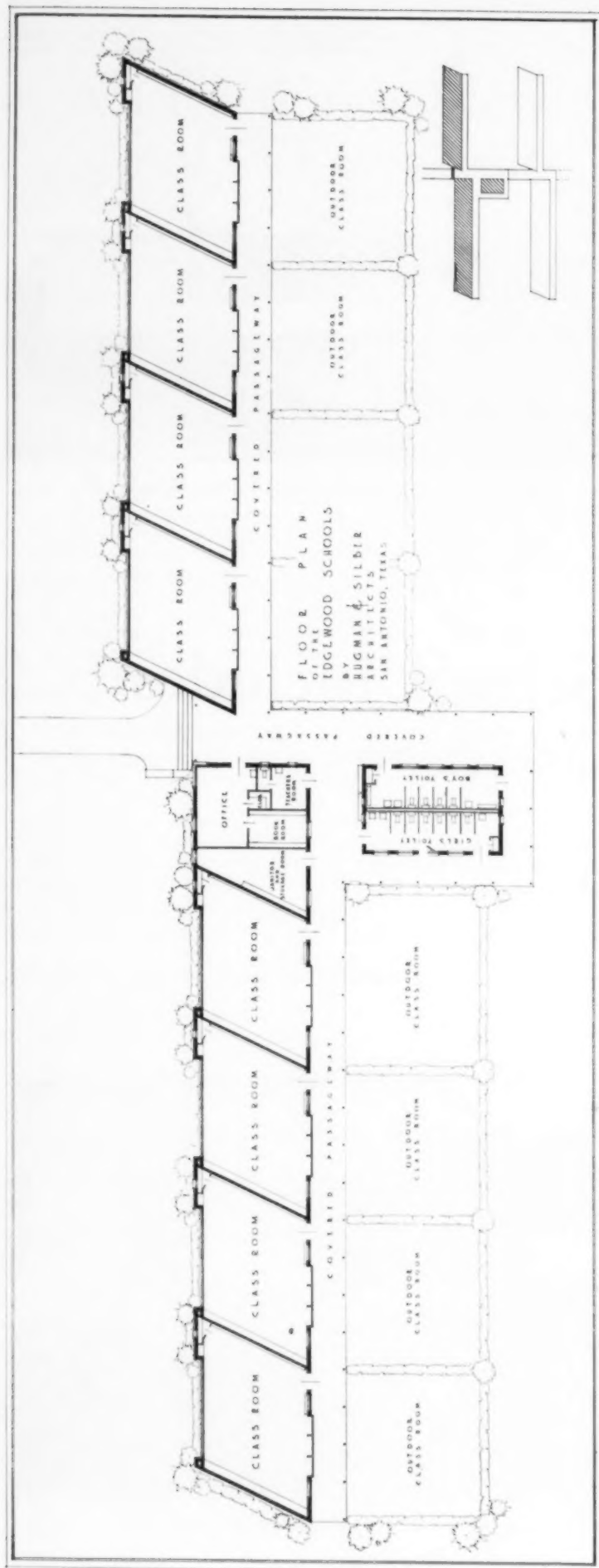
The architects approached the problem of the Williams School from the standpoint of providing the absolutely essential classroom space for the time being and of so arranging the layout that four- or eight-classroom units might be added whenever necessary. Provisions were made in the planning for using outdoor terraces to be enclosed in hedges for physical education and other class activities. An all-purpose room, shops, and lunchroom could be provided in a central location adjoining the two present wings whenever funds would be available.

In place of the conventional oblong classroom, the architects adopted a room in the form of a skewed parallelogram, with the main lighting on one side, and supplementary lighting by means of clerestory windows over

the covered passageways. The arrangement is such that the light from the main windows strikes the front wall of the room and brings the chalkboard and the bulletin boards into a clear, strong light. A teacher's supply closet



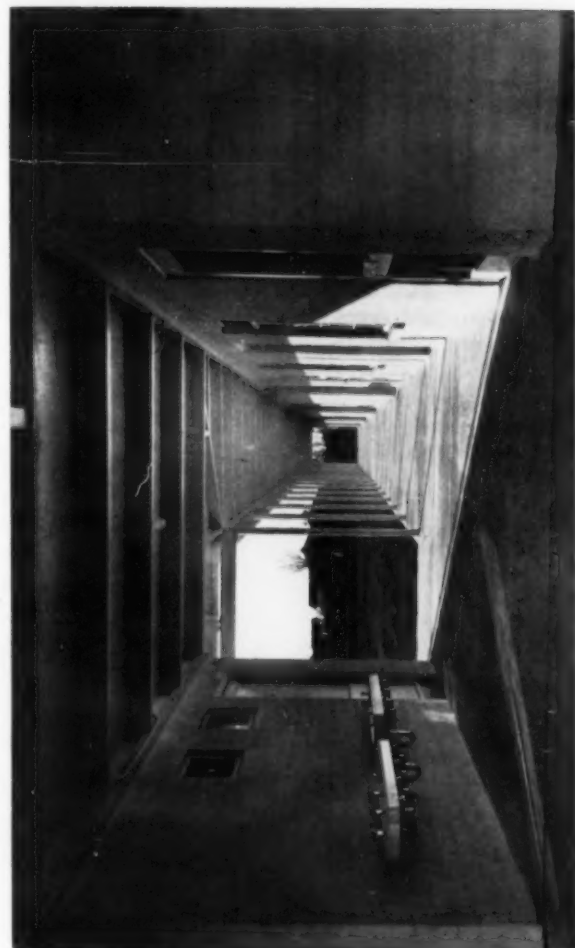
The main entrance to the H. K. Williams School is through a breezeway.



Floor Plan, H. K. Williams School, Edgewood Common School District, San Antonio, Texas. — Paul G. Silber & Company, Architects and Engineers, San Antonio, Texas.



Classroom looking toward wardrobes and project cases.



Typical covered passageway.





A typical classroom showing the window area and the fluorescent lighting.

and a bookcase are introduced at the outside front corner of each room. This provides a shaded "pocket" at a point where the front wall of the room would otherwise be subject to considerable glare.

The classroom seating is of the movable type and it is expected that the children will sit largely at an angle to the axis of the room so that at no time even the children at the front end of the room will face the glare of the windows.

The building is constructed of concrete blocks with concrete roof slabs. The ceilings of all classrooms are of insulated board which provides at the same time for control of the acoustics. Continuous ventilation is provided for between the ceilings and the roof.

The classrooms are finished with asphalt-tile floors, laid on a concrete floor base, and walls of painted concrete block. The windows, including the slanting sash of the clerestory windows, are steel. The chalkboards are light green. Tilting easels for art work and classroom displays are placed at the rear.

The covered passageways have cement floors. The toilets have cement floors, tile wainscoting, and plaster ceilings.

The plumbing is of the heavy duty school type, with bubblers at convenient points in the covered passageways. A septic tank disposes of the sewage.

The classrooms, offices, and toilets are

equipped with individual gas-operated, air-circulating panel heaters. Thermostatic controls are provided.

The classrooms are lighted on dark days and at night by means of fluorescent fixtures, fitted with slimline lamps.

The usual cost of school building construc-

tion in the San Antonio area is \$11 per square foot. The Williams School has been completed, including architectural and engineering fees, etc., for \$6.25 per square foot. To allow for the low cost of the covered passageways, the areas of these have been figured at one half their actual area.



The classrooms have asphalt tile flooring, modern movable seating, and acoustical tile ceilings.



The remodeled Union School, East Haven, Connecticut, is attractive with its enlarged window areas. — Harold H. Davis, Architect, New Haven, Connecticut.

## *An Old School Re-Born*

*William E. Gillis\* and Harold H. Davis\*\**

Increasing enrollments have set off an ever increasing school building boom which has affected almost every community. While large cities are abandoning obsolete school plants in former residential areas and are erecting new structures in the outskirts, small towns are constructing modern schools on sites of ample size where new home construction still makes this possible. The middle-size community, however, faces still a different problem. Small vacant pieces of land scattered throughout the town permit the gradual building of many new homes which have resulted in larger enrollments. Some of the old schoolhouses are obsolete and not safe to use and yet they cannot be abandoned. There are no sites large enough for the erection of new schools under the revised school building codes. The way out is to bring about a complete remodeling of the old structure and to make it as modern as is physically possible.

\*Superintendent, East Haven, Conn.

\*\*Architect, New Haven, Conn.

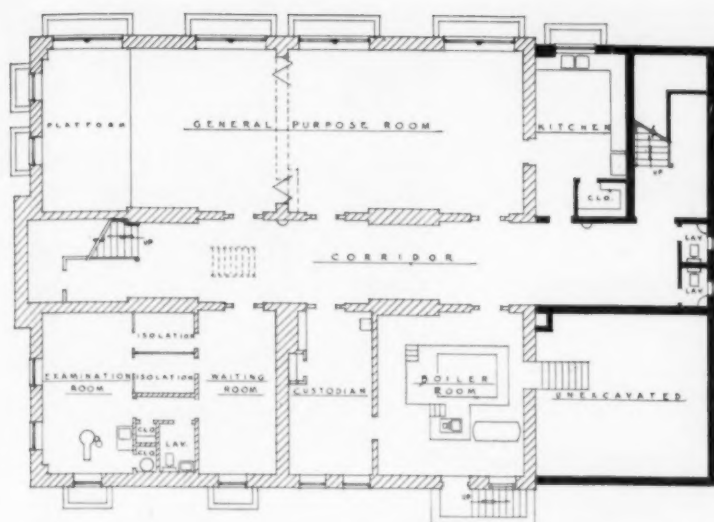
East Haven was faced with this problem. The town's first "union" school, and which was so named, was built in 1896. It is interesting to note that even in those days citizens could not readily agree on the type and location of a new school. Thirteen meetings were held within the course of one year before construction finally started. This schoolhouse when built, was considered one of the best in the state. Four rooms were built at a cost of \$6,000 and 10 years later the capacity of the building was doubled. But buildings grow old and obsolete.

For more than 15 years this schoolhouse was considered a hazard, but the debate went on and on as to whether it should be abandoned or rebuilt. Its rating in the Engelhardt Scale showed the low score of 549. The toilets, poorly lighted and ventilated, were located in the basement. The lighting system was capable of furnishing 10 foot-candles of light and the wiring was faulty. Natural lighting was inadequately supplied through narrow win-

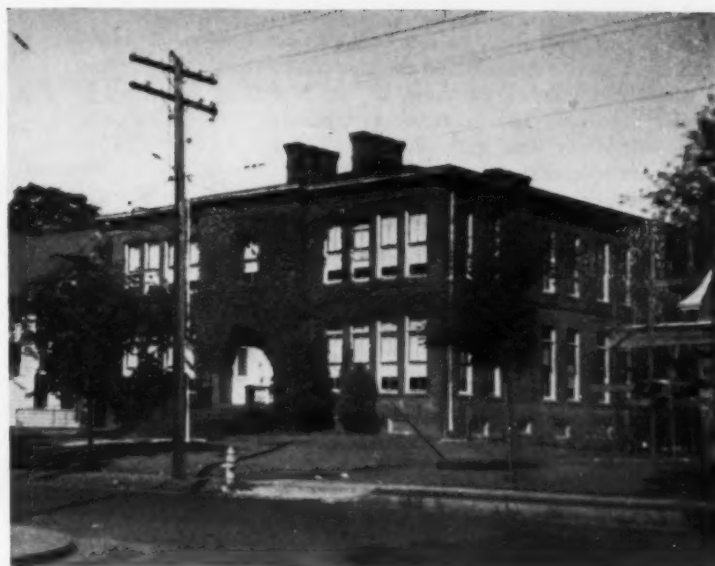
dows. The heating system, with its ancient boiler and countless feet of coiled pipe radiators was a museum piece. The first and second floors were connected by a steep, long stairway of wood, and the stair to the basement was narrow and dark. That no accidents happened was more or less of a miracle.

In order to give even preliminary consideration to a remodeling program there had to be some good points about the structure. By use of the building a financial saving of not less than \$75,000 could be effected. The general physical condition of the main structure was good. The supporting walls were in excellent condition and the quality of the masonry surpassed that of the more recent school buildings in the town. The floor joists were in excellent condition and more than adequate to carry any loads which might be placed on them. Except for the outer covering, the roof showed no signs of deterioration. The building when reconstructed, then, could give us many of the advantages of good ma-

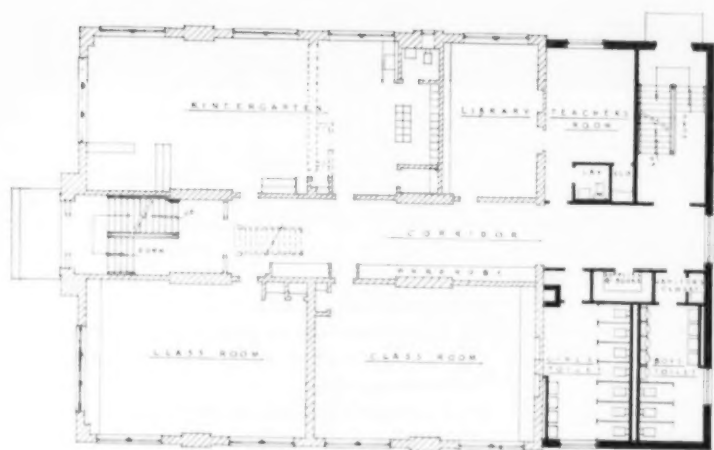




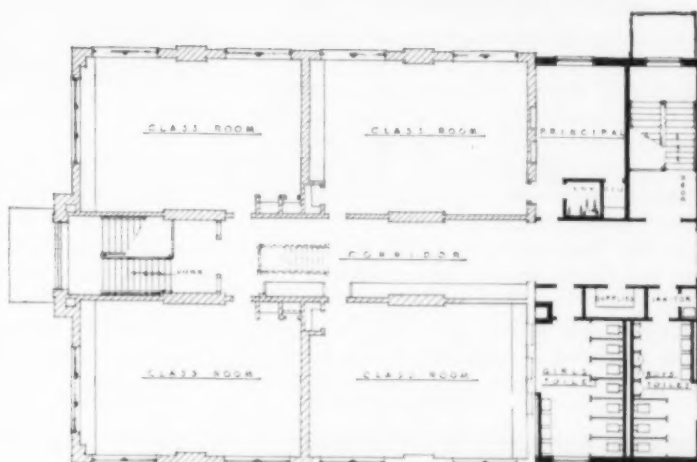
Floor Plans of the Union School, East Haven, Connecticut.  
Harold H. Davis, Architect, New Haven, Connecticut.



The vine-covered Union School before reconstruction was a bit drab.



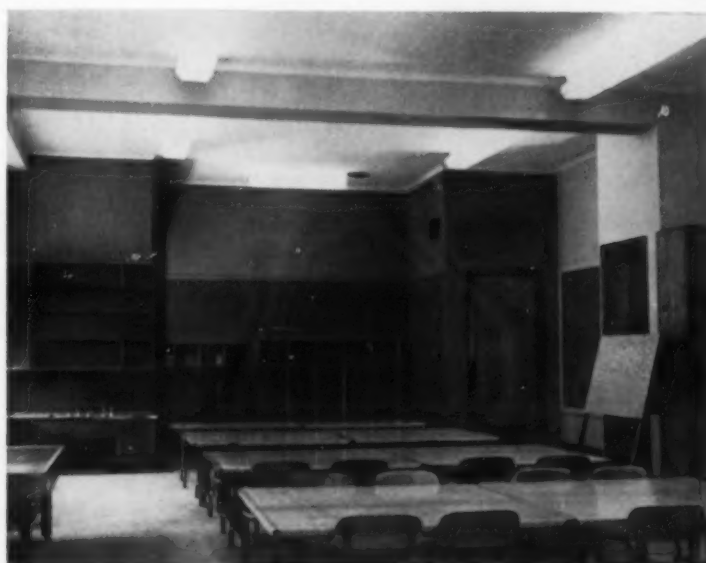
FIRST FLOOR PLAN



SECOND FLOOR PLAN



Before remodeling the classrooms were high, dark, and dreary.



The new kindergarten is spacious and well lighted.

terial and workmanship of the past and the improved facilities which go into today's new buildings. The site is small and the classrooms are slightly smaller than those in the new schools, but there has emerged a structure which will serve the community well for many years to come.

The building was enlarged by an addition the width of the original structure and 23 ft., 6 in., long so that offices and modern toilet facilities would be available. Formerly there was no teachers' room and the principal's office consisted of a section of the corridor separated by an 8 ft. partition. The new section provides a teachers' room, 13 by 21 ft., a principal's office of similar size, toilet facilities for both boys and girls on each floor, and a fireproof stairway.

*The Basement* of the building shows the greatest change. What was formerly a dingy area has been transformed into a bright and highly useful section of the school plant. Provision has been made for a health center. Five hundred and twenty square feet have been provided for physical examinations and dental work.

There was also provided a general purpose room, 20 by 61 ft., which can be made into two rooms by use of folding doors. A platform and folding chairs make up the equipment for use at assemblies. An adjoining kitchen offers the facilities for the school lunch program or for Parent-Teacher meetings. In inclement weather physical education activities can be carried on in this room.

On this floor also are public toilets and there is a workroom for the custodian.

*The First Floor.* The original building had four classrooms on the first floor. The need for an adequate kindergarten meant sacrificing one of these rooms. The kindergarten was



A typical classroom showing the arrangement of the new directional glass block windows.

designed as a room, 20 by 50 ft., and took up the space of a room and a half. It has a sink, drinking fountains, and toilets. Partitions set off a space for playing house and ample closets, and shelves are provided for proper storage of the equipment used. The room also has its own wardrobes so that all activities can be easily supervised.

The remainder of the space formerly occupied by the two classrooms is used as a library, 13 by 20 ft., with built-in bookshelves and furniture which lends itself to group work.

*The Second Floor* has four classrooms, as originally arranged, toilets, and the principal's office.

*Fenestration.* The original windows were replaced by a combination containing a lower frame of plain glass with projecting steel frames, and an upper section with the directional type of glass block. The mullions of the old windows were removed to increase the window area. Steel beams were used to carry the extra load caused by this change.

*Artificial Lighting.* The four 100 watt bulbs in each room were replaced by slimline fluorescent lamps which furnish five and a half times the previous light intensity. Germicidal lamps have been furnished in the pupil toilet rooms.

*Electrical System.* New wiring has been installed and all rooms have been equipped with adequate electric utility outlets. The old hand-propelled fire signal and program bells have been replaced by modern electrically operated systems. The clocks are the 110-volt plug-in type.

The principal's office houses the program equipment and also the master station for the communication system which has A.M. and F.M. radio, phonograph, and a two-way communication to all classrooms and to the quarters of the custodian and of the nurse.

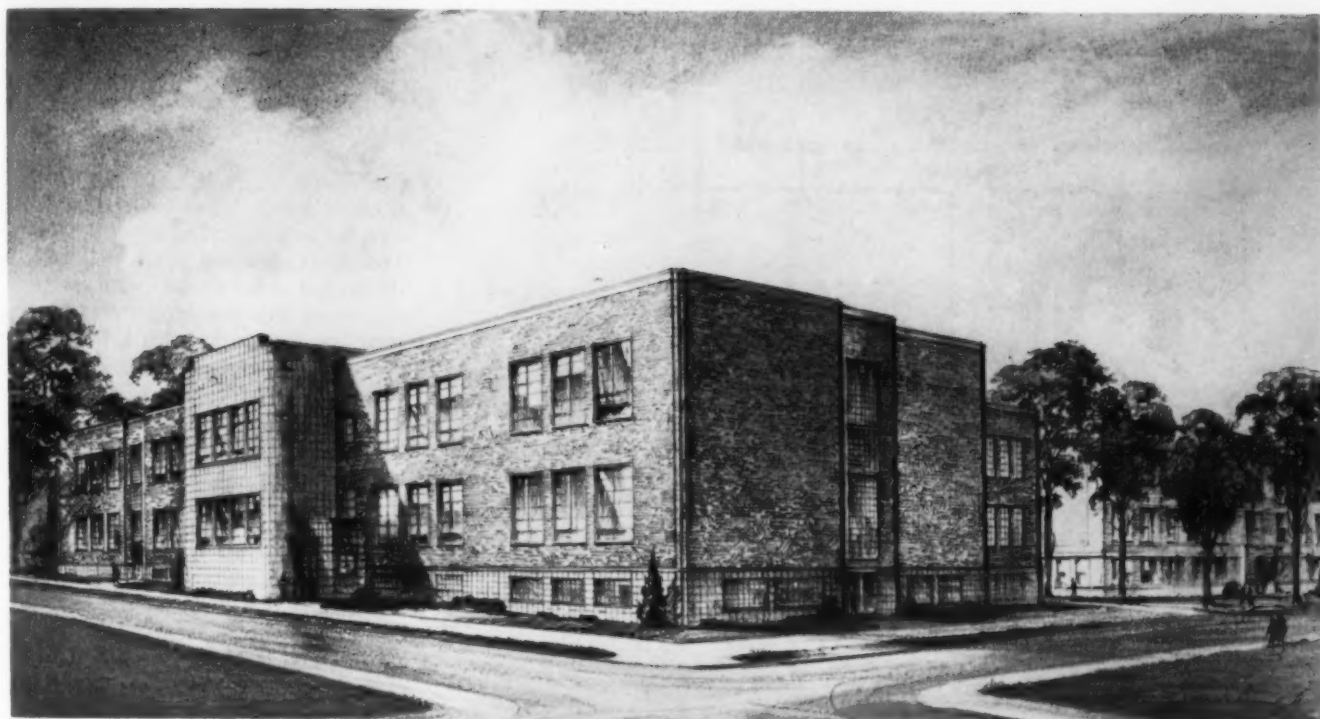
*Heating and Ventilation System.* The boiler is oil-fired with No. 5 fuel oil, with a rotary



Ample bookcases have been provided in the remodeled classrooms.

(Concluded on page 91)





Architect's Perspective, Grade School and Gymnasium Building, West Reading, Pennsylvania. — Muhlenberg, Yerkes & Muhlenberg, Architects, Reading, Pa.

## A Modern Classroom in Limited Space

*J. Maurice Strattan\**

A new elementary school and community building for West Reading, Pa., presented the problem of limited space for adequate rooms to house a modern educational program.

West Reading is a small suburban community of one square mile. Hemmed in by the city of Reading and other boroughs and townships, its hilly terrain has neither broad areas of open ground on its outskirts nor the opportunity to expand to acquire the same. Hence the problem of building is chiefly one of a lack of space.

While other communities are planning and building spacious ranch type one-story structures on generous sites, this borough must plan a tightly fitting two-story school on a very limited ground plot, thus it was the site that determined much of what could be done.

The school needs which include an elementary school and modern gymnasium have been cleverly planned by the architect, Charles R. Muhlenberg. His instructions were to provide these facilities allowing for the largest classrooms possible. These will be 22 by 34 ft. While this falls short of the ideal room which is provided in some buildings today, it is larger than the conventional 22 by 30-ft. room which is common in Pennsylvania.

The elementary teachers of the district were very much pleased to learn that these rooms would be larger than the conventional. At the outset of the planning, a special com-

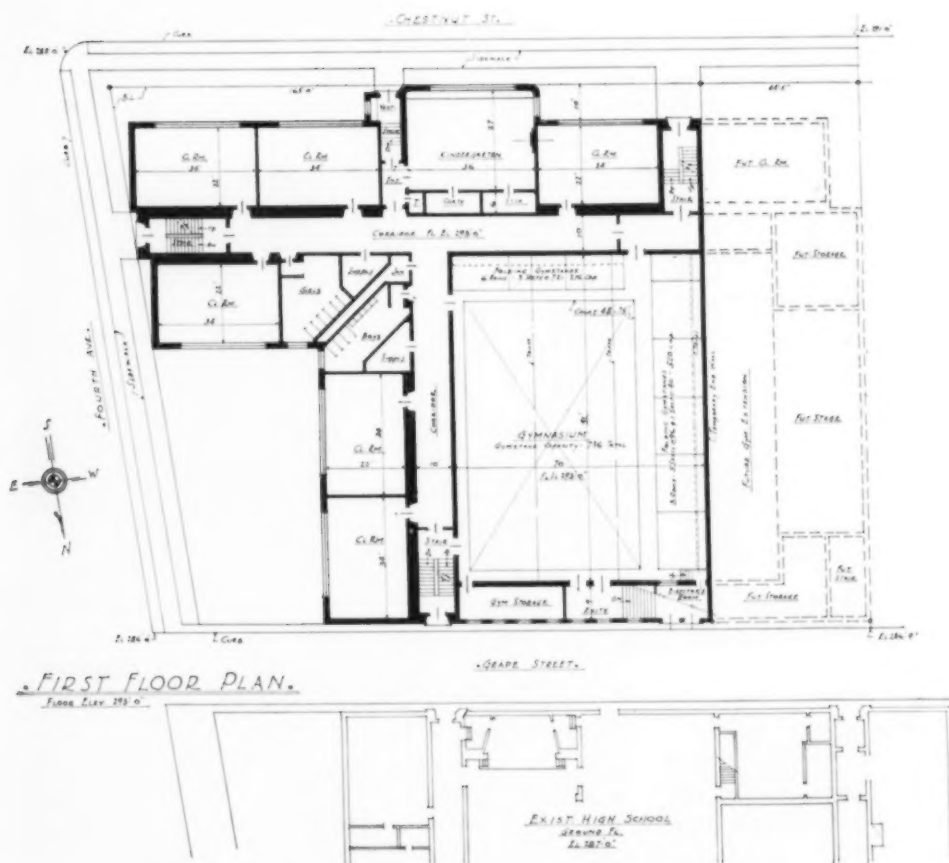
\*Kittanning, Penna.



Grade School and Gymnasium Building, West Reading, Pennsylvania. — Muhlenberg, Yerkes & Muhlenberg, Architects, Reading, Pennsylvania.



Grade School and Gymnasium Building, West Reading, Pennsylvania.



Grade School and Gymnasium Building, West Reading, Pennsylvania.

mittee studied current literature on classroom design and prepared suggestions for facilities to be included in the new rooms. Their report was entitled, "The Classroom as a Laboratory in the Elementary School."<sup>1</sup>

These suggestions were embodied in a design developed by the writer. (See the model pictured here.) Though the model was constructed by an art student<sup>2</sup> of Kutztown State Teachers College for a public presentation of the project, it has been found very helpful. We discovered that the model vitalizes the plan. Its third dimension helps bring out the true effect of the plan and the relationship as well as the correct proportion of the built-in facilities recommended.

The room is laid out for pupils age 8 through 12, or Grades 3 through 6. Only a few changes need to be made to adapt it to younger pupils. The furniture may be either movable desks or tables and chairs.

A work alcove and library nook are the features of the design which distinguish the room from the ordinary classroom. In this plan the craft work area is somewhat separated from the rest of the room by a 9½-ft. island of shelves and bins, 4 ft. high. The classroom side of this island contains a large bulletin board and bookshelves for reference material. Nine project or supply bins are built into the workroom side of the unit. Between this island and the rear of the room is a 7-ft. double drainboard sink with cupboards above and below. This is on the corridor side of the room. Along the back wall of the room is a 10-ft. workbench with three vises. A materials shelf is underneath this bench, and the cupboards are above.

The library corner is also at the rear of the room but on the side nearest the windows. Two sets of bookshelves, 4 ft., long and 6 ft., high face an 8-ft., reading bench. Each bookshelf unit consists of 6 adjustable shelves, 9 in. deep. One of these shelves would provide space for approximately 40 to 50 books. The total shelving space should be sufficient for about 500 books.

It is recommended that a false ceiling be placed over this seat, about 7 ft. from the floor and between the tops of the bookshelf units, with built-in lighting units. The front of the ceiling or canopy would be trimmed with an attractive molding to give an alcove effect and also to accentuate the top which could be used for more or less permanent displays, such as models of ships, trains, homes, implements, and so on. Tack board is placed along the back wall of this reading alcove, above the back of the reading bench.

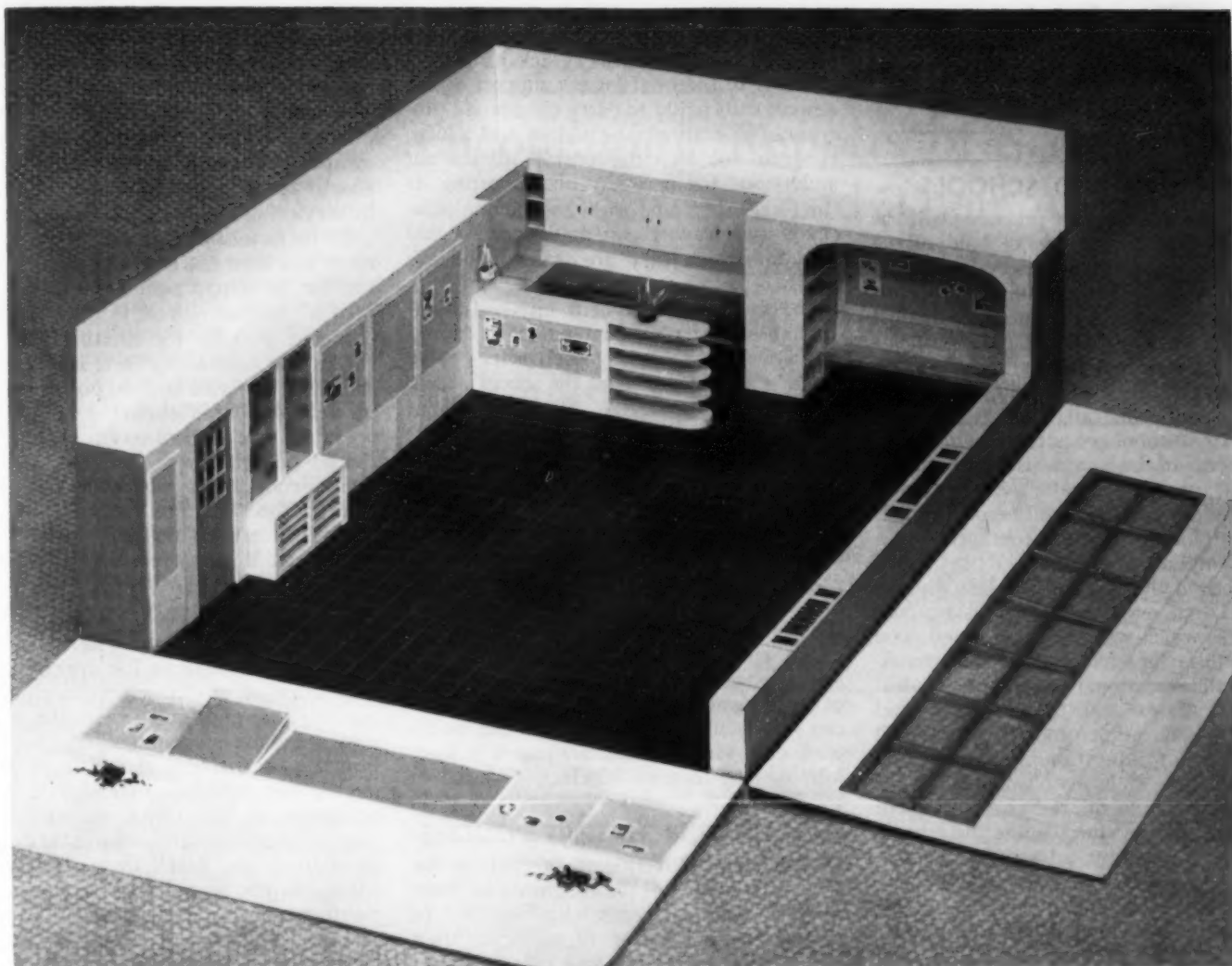
The built-in features on the window side of the room are wide tile window sills and a counter unit housing the unit ventilator and an auxiliary radiator. This unit will contain cupboards and open shelves.

A 12 to 15-ft. chalkboard is placed in the center of the front wall of this room. Chalkboard width is 40 in. and its height above the floor will vary from 22 to 33 in. according

<sup>1</sup>Elementary Curriculum Committee, 1947.

<sup>2</sup>Richard Leinbach.





Architect's model of classroom for Grade School Building, West Reading, Pennsylvania. The outer walls have been dropped to better show the floor and work area arrangement.

to the age or grade group to be assigned to the room. Three- or 4-ft. sections of easel type reversible bulletin board and chalkboard are placed on each end of the blackboard. These will have a 4-in. plate shelf as their top molding for vines, flowers, or other display.

A teacher's closet is placed near the entrance at the front of the room on the corridor wall. On the other side of the entrance, on the same wall, is a built-in closet containing paper trays up to counter height, and above this is an exhibit cabinet with movable shelves and glass doors. This unit will have six 30 by 24-in. paper trays permitting large sheets to be stored flat. This would provide for both clean sheets and partly finished classwork.

Here, the model suggests a change. This cabinet is to be further recessed in the wall to avoid the protruding front. In addition, paper trays will be on one side only, on the other side will be a shelved cupboard for storage of exhibits used in the cabinet above.

The remainder of the wall space, on the corridor side, except that used for the work alcove, contains a 12-ft. class wardrobe at the end of which is a vent for exhaust air.

A number of small changes will be made in this plan before actual construction is completed. The model is of great assistance in studying and criticizing the layout. It has been of inestimable value in helping to determine what can be done to facilitate a modern program of instruction with limited space.

#### BIRMINGHAM MAKES PROGRESS WITH BUILDING PROGRAM

The building construction program of the Birmingham, Ala., schools was inaugurated in August, 1947, with \$7,000,000 in local school bonds, \$1,610,141 in state funds, and \$96,121 from various sources, making a total available fund of \$8,706,262. Based on a study of existing needs, this money was allotted as follows: for fireproofing, \$121,650; for modernized lighting systems, \$402,000; for sites and buildings, \$8,182,612.

In accordance with the study, a general program of allocations of the funds devoted to sites and buildings was worked out on a city-wide basis. The subsequent administration of the building program has, in the main, followed this outline, although changes in needs and rising costs have in certain cases caused minor revisions.

The lighting program has now been completed. Every classroom is now adequately lighted. The building program is well over the halfway point.

The board has let 21 contracts for new buildings and additions to existing buildings, at a total cost of \$3,987,424. Nine new buildings and 12 additions were projected, of which 8 buildings have been occupied, and 7 more will be in use this year. In addition, the board has purchased 14 school sites or additions to sites, at a cost of \$379,218. Of the new buildings, 7 are Negro schools and 2 are white schools. The board will shortly award contracts for another addition to an elementary school and is getting ready to receive bids for three further additions, to cost an estimated \$463,000. The school architects have begun plans for one Negro high school, a vocational high school, and additions to four elementary schools. The educational planning for these structures was done by L. Frazer Banks, superintendent of schools.

#### WILL HOLD SCHOOL BUILDING CLINIC

A school building clinic will be held at the University of Omaha, Omaha, Neb., October 9 to 11, 1950. The clinic, which is sponsored jointly by the University of Omaha, the University of Nebraska, the Department of Public Instruction, and the Nebraska School Boards Association, is expected to attract from 300 to 400 school board members and school administrators from Iowa, South Dakota, and Nebraska.

As part of the program, an exhibit will be held all three days in the University Fieldhouse, in which architects, equipment and supply houses, and other interested firms will participate.

## *The American* **School Board Journal** William C. Bruce, Editor

### THE WAR AND SCHOOLS

IT IS inevitable that pressure will be brought on school boards to hold off on the betterment of school services during the next year. The war and its problems will be advanced as arguments against continued work on new building projects and the expansion of instructional services.

We feel that there will be no justification for dropping long-range, and especially immediate, school construction projects. Reductions in building costs are not in prospect; in fact, there is every evidence that materials and labor will become higher, that contractors will be encouraged to engage in the excessive profit practices which characterized the years of the last war.

More than ever in the confusions and upheavals which war brings, we need good surroundings for children and a continuation of all educational services which will minimize strains and provide quiet and happiness. For adults too, the continued help of adult education and recreation plans are more than ever valuable.

Active demands on the part of school boards are in order for keeping the schools on a level keel by adjusting teachers' salaries and overcoming drains on the personnel supply, demanding that the schools be exempted from limitations on the purchase of materials and supplies, and forcing recognition of the fact that education is essential in the fight on the home front.

### THREE SUPERINTENDENCIES

IN FOUR large American cities the summer of 1950 saw a significant change in the school superintendency.

In Oklahoma City, the superintendent in effect, refused to accept the financial restrictions and the political expediency which dominated the schools and left for a small California community in which he might make effective his ideals of education and administrative service. In Kansas City the superintendent was practically dismissed because he sought a longer school term and more liberal financial adjustments which would make effective a professionally acceptable program. In Minneapolis, the superintendent quietly accepted the impossibility of changing the niggardly support of the schools and left for an eastern college professorship.

Each of these superintendency changes is a criticism, not so much of the board of education, but of the community—of a large American city as a whole. It represents the failure of the people as a whole to understand the value of education and to realize the place the schools could play in the betterment of the individual lives

of the children who will be the men and women of the future. It means that there are forces at work which lack an understanding of the need for tax supporting the schools sufficiently to carry on a broad program of education for children and adults. It means too, that the local board has not understood the necessity of supporting its chief executive, and through him the principals and teachers, in doing professional jobs for which they are trained and are paid.

In contrast, the fourth city—Indianapolis—lost its superintendent by retirement. Dr. Stinebaugh has left after twelve years, with the regrets of the school board, the staff, and the community, all of whom realize their loss. After a long and successful administration he will enjoy a well-earned pension.

For the benefit of the children and of education, the superintendency in the large and middle-size American cities needs greater protection through better support and greater freedom from the pressures of self-seeking individuals and groups. The recent movement for Citizens Committees interested in the schools offers one avenue of betterment, if these well-meaning groups can realize that a school system can do its work only when its staffs are secure in their jobs so long as they do efficient work.

### SCHOOL PURCHASING POLICIES

THE Federal Government has set up for its departments in Washington and elsewhere a series of regulations designed to control the purchasing of materials used by these departments and offices during the present emergency. The general order does not apply to anyone except government Agencies, but it raises questions concerning the need for school boards and other public bodies to study their own purchasing policies and to get ready for possible shortages of essential materials.

We feel strongly that the government should withhold to the utmost of its possible needs for war, all limitations on school boards in the purchase of materials and supplies required for (1) the construction of new buildings, (2) the remodeling of buildings, and (3) the conduct of the schools generally. The schools are an absolute necessity for fighting the war on the home front and any hindrance of them in their work will harm the entire war effort.

For the present, the orders of the government identify as critical such basic materials as aluminum, steel, copper, lead, zinc, cement, leather, paper, and wool, and recommend the utilization of current stocks before new purchases are made. The government also asks that each one of its Agencies study their present inventory policies and set up minimums of purchases within constituted standards of stocks of materials needed for three, six, or twelve months according to the nature of the individual items.

The orders urge that motor vehicles be replaced on the basis of a mileage standard and a service limit, intended to obviate the replacement of vehicles that are in serviceable condition. Where fleets of eight or more vehicles are operated, it is recommended that replacements within one year should not exceed one fourth of the cars in service.

In its purchase of materials the government has been extremely generous in buying for its departments. Very few school boards do not already have distinctly stringent policies for limiting their purchases and controlling their inventories. It should be repeated that no policies adopted by school boards should harm the free operation of all school services. The schools should be actively represented on Washington committees whenever the government will attempt to ration materials or set up limitations on the buying policies of state and local government bodies.

### AN ANCIENT PROBLEM

THE self-examination which has been going on in American life concerning the infiltration of un-American principles into our thinking and, still worse, the employment of subversive individuals in various branches of the federal and local governments, has naturally extended to an examination of the civics, economics, and history taught in the schools and of the individuals who teach them. It is a high tribute to the soundness of American elementary and secondary schools that within the past twelve months, only two teachers have been dismissed publicly as belonging to Communist front organizations and as guilty of spreading the poison of Communism in their classes. The universities have not had so clean-cut a record, and a number of great state institutions have felt the sting of public criticism because members of their staffs have misused academic freedom to spread the Communist doctrines and social theories which are ultimately treasonable.

In the lower schools the unconscious support given to Communists and their doctrines has been limited to a very few books and these have been found in the sections of the social science texts devoted to social and political improvement. In each case, the authors and publishers have defended themselves with the claims that they do not favor the tenets of Communism nor are they disloyal to our fundamental ideas. They have merely tried to teach liberal principles which would lead to the reform of elements of our social institutions, of our capitalist economics, and of our government system which are admittedly failures. They have sought for such growth and betterment of all our democratic institutions as would result in happier individual and social living.

In one or two instances, these claims have been rather thin and essential changes



have been made in the books. A thorough analysis of most books indicates that the authors have not thought through clearly the implications of their arguments or proposals. They have been guilty of the usual vague language which characterizes so much liberal writing; they have not succeeded in simplifying for immature minds applications of the exceedingly difficult and complicated theories of political economy, sociology, economics, and they have too frequently forgotten that these sciences cannot be fully adequate in solving human problems and maintaining the dignity of the human personality without at least implied consideration of ethics and the true end of man. They have not been intentionally harmful.

The legal and democratic responsibility for the textbooks and the courses in social science belongs to the school boards. It is true they must work through their superintendents and curricular experts, and through the teachers, and allow these to exercise full discretion in technical details, methods of presentation, etc. The boards have a serious duty to prevent the teaching of reactionary ideas and must not allow the schools to encourage the continued existence of bad social and political conditions; it is a responsibility of education to advocate a constantly better life for the individual and for our society.

There is no worth-while project or recommendation for the raising of the status of the individual American in his personal life and in the enjoyment of our freedom, which cannot be achieved without a single Communist principle of government or society. In fact, it is only through the application of Christian ideals, such as impelled the founders of our Republic, that the dignity of the person, the true freedom of the individual, and the continuity of democracy can be assured.

### SCHOOL TAX SITUATION

THE national and state teachers' organizations are slowly awakening to the fact that the problems of taxation and school finance must be mastered, at least by the leaders of their groups, if education is to be given a share in the increased taxes for enlarged educational services.

During the St. Louis Convention of the N.E.A., a study group, which devoted its attention to trends in school finance, came to the conclusion that

It was clearly recognized that technical discussions of taxation and school finance is relatively futile if the teaching profession lacks understanding and unit. This is particularly true in view of the reckless assertions and ruthless methods of the nationally organized tax-fighting agencies operating within most of the states. Teachers must find the time, even at some personal sacrifice, to study budgeting, finance, and taxation problems, joining with school board members, parents, and all others interested in the welfare of children and the progress of public education. America's teachers will establish common goals and develop procedures of united action.

## "All Aboard"

# Encouraging Reports of School Board Associations and Their Activities

Edward M. Tuttle

The school year has opened with severe tensions as our government, acting under the guidance of the United Nations, seeks to check armed aggression in the world and to establish the basis for a lasting peace.

Practically all observers are agreed that the present emergency is much more serious than the one we faced at the beginning of World War II. Then we knew more definitely what we were up against. Today we face an indefinite period of tension which may last for many years.

Under these circumstances we cannot simply drop everything until the emergency is met as has been so much our habit in the past. We have to learn now to continue our way of life as fully as possible and at the same time to carry the emergency activities which will be added.

This is particularly true of our schools, because the role of education is infinitely important in a war of ideas which is actually what the present struggle represents. Next to the military and economic forces of defense, our schools are a most important national concern. They must be given top priority to enable them to function to their fullest and highest extent.

One of the recent developments to which all the agencies concerned with public education are pointing is the increased activities of state and national associations of school boards. Great as our progress has been, we must work still harder to put ourselves in a position to justify adequately the faith and confidence that other organizations in the educational field place in us. There follow in this article a number of reports which indicate trends in our development.

### N.S.B.A. Convention Shaping Up

The theme for the 1951 annual convention of the National School Boards Association has been announced as "Public Education—Bulwark of American Democracy." General sessions will be held on Friday afternoon and evening, February 16, and on Saturday morning and afternoon, February 17, in the Viking Theater, Tower Floor, Haddon Hall Hotel in Atlantic City. On Saturday evening the Annual Banquet of the Association will take place in the Rutland Room of the same hotel.

Following is a general outline of the program for the several sessions as it has been tentatively agreed upon:

*Friday afternoon:* Greetings, president's address, executive secretary's report, treasurer's report. Summary and discussion of the Texas Survey of State School Boards Associations (see below). Association business and announcement of committees.

*Friday evening:* A program built around the effect of the national emergency on public education as reflected in the work of the

National Conference for Mobilization of Education.

*Saturday morning:* Working Together for Public Education—A program built around the national groups with which the N.S.B.A. has developed co-operative relations.

*Saturday afternoon:* State Association Services to Local Boards—a panel and audience discussion. This will merge into a discussion of N.S.B.A. functions and the final business session including the adoption of resolutions and the election of officers.

*Saturday evening:* The annual banquet featuring a speaker of national reputation.

Actually, the preliminaries for the N.S.B.A. convention will get under way on Thursday afternoon, February 15, when the executive secretaries of the several state associations will meet to discuss problems of interest peculiar to their office. This plan grew out of the secretaries' breakfast last year, which proved so helpful as an exchange of ideas that a longer session was requested for this year. In order not to conflict with the regular convention program, it will be held in advance, and all state secretaries are urged to reach Atlantic City on Thursday to attend this meeting.

On Thursday evening, President J. Paul Elliott and other officers of the N.S.B.A. will hold an informal reception for delegates and board members in Atlantic City at that time.

Registration and the setting up of exhibits will take place on Friday morning and by noon all should be in readiness for the opening session after lunch. This year each state association will be asked to prepare its own exhibit of stationery, meeting programs, and publications.

Negotiations are under way between the presidents of the American Association of School Administrators and of the National School Boards Association for two joint sessions on topics of mutual interest as was done so successfully last year. These will probably occur on Monday and Tuesday, February 19 and 20.

School board members who plan to attend the Atlantic City meetings of the N.S.B.A. and the A.A.S.A. are urged to advise their State Association secretary and the headquarters of the National School Boards Association at 450 East Ohio St., Chicago 11, Ill., and to make room reservations well in advance.

### Texas Survey of State Associations

There has been a felt need for complete and accurate information concerning the present status of the 40 state associations of school boards.

At the annual convention of the National Association in Atlantic City last February, the executive Director of the Texas Association,

## "All Aboard"

Dr. A. L. Chapman, said that the University of Texas would be glad to undertake the collection and tabulation of this information. His offer was accepted.

Several months were taken to combine the thinking of many persons for making the study comprehensive and useful. Late in August the survey questionnaire was mailed to each of the 40 state secretaries. With it went a letter of explanation, and a reproduction of the questionnaire as completed for the Texas Association by Dr. Chapman. This was to serve as a sample.

The questionnaire was entitled "An Authorized Study of the Status on July 1, 1950 of State School Boards Associations in the United States, by The University of Texas, College of Education, with the approval and co-opera-

sota has made two recent appointments to state offices from the ranks of the Minnesota School Board Association.

On July 17, Myron W. Clark of Stewartville, Minn., immediate past president of the State Association and a director of the National School Boards Association, was made Minnesota's Commissioner of Agriculture, Dairy and Food, with headquarters in the State Office Building, St. Paul.

On August 1, Dr. A. E. Jacobson of Thief River Falls, Minn., secretary-treasurer of the State Association, was appointed to a five-year term on the State Board of Education which appoints the Commissioner of Education.

Hearty congratulations are in order both to these two gentlemen for the honors bestowed upon them and to the state of Minnesota for its discovery among the leaders of its School Board Association of talent worthy of greater responsibilities.

### WHICH WAY—UP OR DOWN?

*"I find the great thing in this world is not so much where we stand as in what direction we are moving."—OLIVER WENDELL HOLMES.*

Members of school boards, guardians as they are of America's future, may well ponder these words of one of the famous poets and philosophers of the past century. Which holds more promise for the years ahead, a good school system that is growing poorer or a poor school system that is growing better? No system should, nor indeed can, stand still. It is always moving in some direction for better or for worse. Nor is any system ever perfect no matter what its attainment. There is constant room for a higher degree of perfection in the investment by the community in its schools, in the quality and quantity of personnel, in the utility and beauty of the physical plant, in the effectiveness of the equipment, and in the adaptability of the curriculum to life as it must be lived in community, state, nation, and the world.—E. M. T.

tion of the National School Boards Association." It was designed to secure the maximum of pertinent information with the minimum of effort, and state secretaries were asked to do their best to provide the information called for promptly and completely.

After some preliminary questions of a general nature, the inquiry falls into six major divisions covering (1) Organization, (2) Legal Status, (3) Finance, (4) Services Rendered, (5) Publications, and (6) Objectives and History.

When the returns are in from the 40 states, they will be analyzed and summarized by a research staff at the University under Dr. Chapman's direction, and the findings will be made available to all who are interested. They should be particularly valuable to association officers and directors as revealing varying types of organization, finance, and service and the results secured. By comparing actual practice, we should discover certain patterns which are most successful and learn of pitfalls which may be avoided. In short, by pooling our experience we shall all learn how to make sounder and more rapid progress with the school boards association movement.

It is anticipated that one of the most interesting sessions of the 1951 annual convention of the N.S.B.A. will be that devoted to a report on Friday afternoon of this current survey.

**Minnesota School Board Leaders  
Receive Important Appointments**  
Governor Luther W. Youngdahl of Minne-

Dr. Jacobson has been succeeded as secretary-treasurer of the Minnesota School Board Association by William A. Wettergren, 319 West Swift St., St. Peter, Minn.

### Progress in Georgia

For a number of years, the Georgia Association of superintendents, board members, and trustees has carried on as a combination organization without any membership dues or much of a program beyond a small annual meeting. Meantime, the superintendents have their own association and last year the county superintendents organized separately.

On August 9-10, a Conference of Board Members and Trustees was held at the University of Georgia at Athens, under the sponsorship of the Georgia Association of Superintendents, Board Members, and Trustees, the Georgia County School Superintendents Association, the State Department of Education, and the College of Education of the University. On the evening of August 9 a dinner was given to those in attendance by the Georgia Education Association.

About 150 board members and superintendents were at this meeting to which the executive secretary of the National School Boards Association was invited by Dr. O. C. Aderhold, recently the dean of the College of Education and since September 7 the president of the University of Georgia. A program of talks, panel discussions, and consideration of the future of the association had been arranged.

As the meeting moved into its summary session on the morning of August 10, presided over by the president, Paul West, superintendent of Fulton County Schools, Atlanta, Ga., it became evident that there was strong sentiment on the part of both the board members and the administrators present to revamp the existing association into an independent state association of school boards. A motion was passed unanimously that a committee be appointed by the president to study this proposal and to report to the executive committee on November 9 recommending action to be taken.

In a letter to the N.S.B.A. office following the meeting, President West said, "It is definitely assured that a strong school boards association will come out of this meeting which we considered most constructive in every way. It will be my pleasure to keep in touch with you concerning these developments for we are desirous of having the Georgia association become an effective group."

And Associate Professor of Education Doyne M. Smith, who made the University arrangements, wrote on August 29, "According to all reports that we get, the success of our School Board Conference exceeded our fondest hopes. . . . While I was at the University of Colorado with Dr. Calvin Grieder, I became familiar with the Colorado Association of School Boards. I hope that we can get the same type of organization here in Georgia, and I believe we can if we make the right follow-up."

### Unique Summer Experience

For the second season the Association for Supervision and Curriculum Development (A.S.C.D.) held a week-long work conference at Indian Lake Camp near Crystal Falls, Wis., in mid-August.

This year a deliberate effort was made to encourage the sending of "teams" of participants from different school systems. As a result, Decatur, Ill., was represented by the president of its board of education, by the superintendent of schools, by the elementary supervisor, by a J.H.S. mathematics teacher, and by a first-grade teacher, which made a well-balanced team of five. Six other school systems sent teams of four or five persons—Northbrook and Winnetka, Ill., New Castle, Ind., Center Line, Kalamazoo, and River Rouge, Mich.

In all cases these teams were subsidized in whole or in part by their boards of education, and there were seven board members from five different boards in attendance at the conference. One of them in writing afterward to the N.S.B.A. executive secretary said, "I find in evaluating the Indian Lake Conference that many of the values I received are of a personal, intangible nature. It is my hope that these values will make me a more discerning, effective school board member. The most tangible benefit I derived is a better understanding of teachers, their aims, and their interest in doing a good job. The team idea strikes me as good in getting a representative cross section of the school system to attend the conference."

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## TIPS ON TEACHING

by George L. Hossfield

*Ten Times World's Champion Typist*



Teachers and students always are interested in learning about methods of training used by professional typists to raise their records. This is the first of a series of panel discussions.

Occasionally it is helpful and necessary to do some slow, rhythmic typing to develop the very important habit of tapping the keys with continuity. This aids in eliminating costly loss of time. Writing with continuity must not be confused with metronomic rhythm. The latter requires perfect regularity of timing between strokes whereas the former indicates a degree of regular timing with slight variations of tempo. A regularly scheduled period of about ten minutes a day, or every other day, set aside for rhythmic typing will surely pay dividends in acquiring better results. By the same token, occasional speed trial periods are just as essential but this point will be discussed in a future panel.

If you have a specific problem, write to me and I will discuss in a future panel the typing problems that are experienced by a majority of teachers.

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At Owosso, Michigan —

## SCHOOL OFFICE OCCUPIES CURWOOD CASTLE

The board of education of Owosso, Mich., occupies a unique administrative office in the form of Curwood Castle, formerly the studio and workshop of the late James Oliver Curwood. The building occupies a romantic spot in a park site, but is entirely modern, business-like, and efficient in its interior plan, equipment, and finish.

James Oliver Curwood was a native of Owosso, who early in life went to Canada and lived some years as an explorer. Born in 1878, he became a newspaperman and for some years was editor of the *Detroit Tribune*. His explorations in Canada led him to be employed by the Canadian government as an expert adviser on the development of the Canadian Northwest. From 1908 until 1926 when he retired, he wrote a number of widely read novels based on Canadian situations.

The Curwood Castle is a reproduction of an ancient French chateau which Mr. Curwood saw on one of his trips to France. Unlike the arrangement of the French chateaus, the entire interior was planned on strictly utilitarian lines to serve as a writer's workshop museum. The building has become the property of the Owosso board of education through a gift of Mr. Curwood's estate.

The main floor of the building includes a reception room, an office for the superintendent and the supervisor, and the meeting

room for the board of education. On the ground floor there is a large office for the business manager and his clerical assistants. A room in one of the towers has been fitted with a vault door and serves as a fireproof storeroom for school records. The second tower room is fitted with a collection of pictures, books, and other mementos of Curwood. The corridors and rooms on the main floor include the original carpeting, drapes, some writing desks, chairs, and a number of oil paintings.

The Owosso board of education has been engaged in the past year in a community-wide school building program. In September, 1950, one elementary school including 19 classrooms, industrial-arts shops, a home-economics suite, a library-community room, and a combination auditorium-gymnasium, was occupied. Two additional elementary schools are under construction and will be completed in the summer of 1951. The board of education has also completed extensive additions to the high school, including music rooms, an art room, a handicraft shop, a general shop, and a farm shop.

The entire program will be made possible by a total outlay of \$1,600,000, for which bonds in the amount of \$1,100,000 were voted 8 to 1 in October, 1949.

The newly completed school building, which



Entrance to the "Curwood Castle."

is fireproof and modern in every respect, was completed at a cost of 72 cents per cubic foot. It is expected that the building will be of wide service to the community. The supplementary rooms, the shops, the library, the gymnasium and auditorium, and the lunch-room have been planned for adult as well as pupil use and a program of adult recreation and education have been worked out.

The guiding spirit in the entire program has been Supt. L. P. Cushman and the members of the board of education.

### DR. H. L. SHIBLER ELECTED SUPERINTENDENT AT INDIANAPOLIS, INDIANA

Dr. Herman L. Shibler, superintendent of schools at Highland Park, Mich., on August 15, was elected superintendent of the city schools of Indianapolis, Ind. He will receive a salary of \$15,000 a year.

Dr. Shibler, who succeeds Virgil Stinebaugh as superintendent, has been a teacher and school administrator for 28 years. A native of Ohio, he was graduated from the Ohio State University, where he specialized in public school administration. For 14 years he taught history and served as superintendent at Allen Center, New Dover, and Mt. Gilead, Ohio. He also served for five years as principal of the Central High School, Euclid, Ohio.

In 1941-42 Dr. Shibler directed the Birmingham, Mich., schools. He has taught graduate classes during the summer sessions at Purdue University, Michigan State College, University of Rochester, Wayne University, and Central Michigan College of Education. He is the co-author of a series of spelling books and helped write a new volume on school administration, to be issued this fall.

► OSCAR BOUNDS, of Edna, Tex., has accepted the superintendency at Yoakum.

► MELVIN F. ASHER is the new superintendent of schools at Tomahawk, Wis.

► H. F. RAILSBACK, of Knott, Tex., has accepted the superintendency at Dalhart.



The "Curwood Castle" is a practical office building which in its interior arrangement and appointments completely belies its romantic exterior. Infra-red photograph by Owosso High School department of photography, Russel A. Bates, director.



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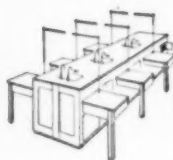
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### HOLD BUSINESS-INDUSTRY-EDUCATION PROGRAM IN SCHENECTADY, NEW YORK

The Department of Education in Schenectady, N. Y., held its third annual Business-Industry-Education Program on April 16-20, 1950. The program is intended to give the teachers in the city's schools an opportunity to view the employer's problems on the spot, to help the teachers gather information about employment conditions which they might pass on to their students, and to give a knowledge of the community and its activities.

Since 70 per cent of the high school students in Schenectady begin working immediately after finishing high school, their teachers take advantage of the annual B.I.E. program to find out what kind of jobs their students are going to fill, and what employers are going to require of their employees. The information obtained is passed on to help both student and prospective employer.

Teachers were organized into small groups of ten or twelve and then given a choice of plants and business places to visit. The Chamber of Commerce had previously secured the co-operation of 52 employers representing a wide variety of business and industry in Schenectady. These employers were ready to receive and guide the visiting teachers through their plants. Information sheets were furnished at each place. These sheets contained a description of the organization and the product or service of the establishment.

Included on the visiting list were such places as industrial plants, restaurants and hotels, dairies, stores, banks, insurance agencies, motor sales agencies, laundries, utilities, newspapers, railroad freight offices, hospitals, and other establishments which might be prospective places of employment

for the pupils in the city schools.

A questionnaire was sent to the teachers following the visits to gather information concerning possible improvements of the Business-Industry-Education Program.

It was found that employers in certain jobs stated a preference for employees who had the usual subjects of the academic course, but others wanted specific qualifications that had to be met, including skills and technical information not easily taught on the job.

Lists were compiled of jobs for which employers demanded technical training, and of the personal qualifications employers sought in any employee, skilled or unskilled.

Teachers found that there are jobs for all types of people: the highly intelligent, the strong, the weak, those with limited ability, those with only one ability, the high school graduate, the nongraduate, the introvert, and the extrovert. They found that a great many employers preferred the high school graduate, especially if skills or technical knowledge were important. On the other hand, there were various jobs open to the individuals who could perform a repetitive operation with patience and who had personal qualities which made them acceptable.

Recommendations were made following the B.I.E. program in April which suggested that in the future products, processes, and working conditions in all major occupational fields in Schenectady ought to be studied. It was further recommended: that for more unity of objective and procedure some thought should be given to central gatherings of teachers for pre-program and post-program discussions; that visits be included to various departments of the city and county governments such as the Children's Court, the Humane Society, the Welfare Department and that the administrators and supervisors make these visits with the teachers in order to find out what employers need and want in applicants prepared in the city schools.

### WINNETKA URGES GREATEST POSSIBLE USE OF SCHOOL PLANT

The board of education of Winnetka, Ill., is faced with major decisions in the years immediately ahead due to a steady increase in the school population and the need for additional school facilities. To date the school administration has been able to meet current increases by restoring to classroom use rooms in several buildings which had previously been occupied for non-classroom activities, by transferring classes, and by shifting children from one school to another. As was pointed out in school reports during the past year, the schools are reaching the saturation point so far as internal adjustments of this nature are concerned.

Overcrowding is occurring today almost entirely in the lower grades and the pressure has not been fully felt at one building, the Skokie School. Within the next four years it is expected that the Skokie School will be taxed to capacity.

Under the circumstances, the board urges that the existing physical plant be used with the greatest possible efficiency. Every effort will be made to accommodate the rising pupil load. This will necessitate further crowding in some classrooms at some grade levels, and some inconvenience to certain families resulting from changes in the present boundaries of the local districts.

### BOOST DR. BOWSHER

The Ohio Association of School Administrators has proposed Superintendent Les Bowsheer, of Toledo, as their candidate for the presidency of the American Association of School Administrators. They point to Mr. Bowsheer's success in recasting the program of the Toledo public schools and in building up the financial situation of the school district, as typical of his outstanding qualities as an administrator deserving of national recognition.



## FOOTBALL DANCES

*L. Frazer Banks\**

For several years Birmingham has held a dance in the Municipal Auditorium after each Friday night football game. Birmingham, as you know, is in that zone where night games are more comfortable for players and spectators during September and most of October. Even in November night games work out better.

These dances have been sponsored by our Public Safety Commissioner, Eugene Connor, who is also our Commissioner of Education. The Parent-Teacher Association co-operates with him.

The dances are held in the Municipal Auditorium which is furnished by the city. All regular pupils in any of the high schools in the city are eligible to attend. If the game happens to be with a school—outside of the city, members of the student body from that school are invited for that particular evening.

The members of the P.T.A. through the Youth Committee of the Birmingham Council furnish the chaperons. The student council in each high school with the approval of the principal issues identification cards to each regularly enrolled pupil. The pupil signs the card and must present it each time he wants to go on the dance floor. A teacher from each school stands at a particular entrance to the dance floor and all members of that school must go through that entrance, present their cards, and be passed by the teacher.

A number of the younger members of the police force have volunteered their help, and on their own time take turns in looking after the exits to see that no one tries to crash the gate through the back door.

The executive committee is composed of Commissioner Connor, who, by the way, is present at practically every one of the dances, two representatives from each school, and two representatives from the Parent-Teacher Council. The superintendent of schools has an open invitation to attend and participate in all meetings.

This committee actually makes the arrangements and manages the dances. It raises the money through a contract with a carnival ride organization which moves around to various parts of the city during the summer. The committee selects and employs the orchestra and arranges about the programs. It prints and distributes the tickets, giving to each school its special color as an additional safeguard. The representatives of the committee handle details backed up by Commissioner Connor, Parent-Teacher chaperons, and with the potential force of the Police Department if it should ever be needed.

Not only does the committee raise enough money for each Friday night football game, but it includes in its program a junior-senior prom at the end of the first semester. This is a formal affair with long dresses and a lead-out.

Through this program Birmingham's young people blow off the steam which does not get loose during the game. Even beyond this, however, pupils from all schools come together for this affair. This results in a much better understanding among the members of the various student bodies. Pupils in nonpublic

\*Superintendent of Schools, Birmingham, Ala., City Schools.

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schools in the city are included in this program on the same basis as are those from the public schools.

One feature each Friday night is the large number of parents and others who come to watch the dances. While no one is allowed on the floor except pupils of the high schools concerned, anyone is free to sit around the "horseshoe" and watch.

## SCHOOL BOARD NEWS

► The Common Pleas Court, of Cincinnati, Ohio, has overruled a demurrer by the board of education to a suit by Roy Dunham to enjoin the board from preventing his son, Edward, from attending school because of nonvaccination. The Ohio Supreme Court recently reversed a three-month sentence given Dunham by the Juvenile

Court on a charge of contributing to the neglect of his son by not providing him with proper education. The court said there was no evidence that the father prevented the son from being vaccinated.

► El Paso, Tex. The school board has appointed a special full-time counselor in the high school. The counselor will work with the homeroom teachers and pupils in providing wholesome work and recreation programs. Disciplinary cases will continue to be handled by the principal and assistant principal. The counselor's office takes the form of a minor employment agency, social activities center, and educational and vocational guidance center. It will establish lists of temporary jobs and arrange pupil-activity programs.

► The Orleans parish school board at New Orleans, La., has created a new administrative position to head the school lunch department. Victor J. St. Blanc, Jr., has been appointed to the position.

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## PERSONAL NEWS

► T. A. ALLEN has succeeded Frank C. Sweeney as superintendent of the Breitung township schools at Kingsford, Mich.

► SUPT. ROGER B. HOLTZ has been re-elected to a new three-year term at Watertown, Wis., at a salary of \$7,200, \$7,400, and \$7,600.

► CARROLL L. DUNN, of Paris, Ill., has been elected superintendent of schools at Allerton. In addition to supervising and coaching duties, he will teach biology and general science.

► S. J. BURLISON, of Zephyr, Tex., has been elected superintendent of schools at Lake View, to succeed Robert Russ.

► ROBERT E. MCKINNEY has been elected superintendent of schools at Marion, Ill.

► EARL L. WOOD, of Alexandria, Ind., has been elected superintendent of schools at Franklin, to succeed Ralph W. Sheek.

► JUSTIN L. O'BRIEN has accepted the superintendency at New Haven, Conn.

► ANDREW S. SUKEL has assumed his duties as superintendent of schools at Donora, Pa. He succeeds John E. Shambach who has retired after 16 years' service in the schools.

► KARL D. BELL has succeeded Robert W. Skinner as superintendent of schools at Sheridan, Wyo.

► LESTER J. GRANT has been elected superintendent of schools at Decatur, Ill., to succeed W. R. McIntosh.

► W. R. MCINTOSH, of Decatur, Ill., has accepted the superintendency at Rockford, where he succeeds P. L. Ewing.

► JOHN B. TRONCIN has been elected superintendent of schools at Attica, Ind.

► R. LESLIE SIMPSON, of Saltsburg, Pa., has accepted the superintendency at Blairsville.

► CHANDLER B. McMILLAN has assumed his duties as superintendent of schools at Beaver, Pa. He succeeds George A. McCormick.

► F. R. SHARP is the new superintendent of schools at Burden, Kans.

► A. L. McFADDEN is the new superintendent at Evant, Tex.

► L. H. BREWSTER has accepted the superintendency at Portis, Kans.

► PAUL H. WEAVER, of Chicago, Ill., has accepted the superintendency at Midlothian, where he succeeds John S. Benben.

► RAPHAEL ELSEA is the new superintendent at Clutier, Iowa.

► C. ARTHUR HANSEN, of Clearfield, Iowa, has accepted the superintendency at Earlham.

► V. A. KLOTZ is the new superintendent at Coffeyville, Kans.

► L. O. GADDIS has been re-elected as superintendent at Princeton, Kans., for his ninth year.

► BEN YATES, of Holt, Mich., has been elected a member of the state committee on education for exceptional children.

► CLAIRE E. FAUST is the new superintendent of schools at Garden Grove, Iowa.

► ELDON R. SHRIVER has been elected superintendent at Tripoli, Iowa.

► HUGH VAIL, of Patterson, Iowa, has accepted the superintendency at Fairbank.

► W. M. OSTENBERG is the new superintendent of schools at Salina, Kans.

► LEDDON CLIFTON is the new superintendent of schools at Rotan, Tex.

► SAM LYNN, of Melcher, Iowa, has accepted the superintendency at Mystic.

► M. J. DAHL, of Melvin, Iowa, has been elected superintendent at Cornell.

► GARLAND MCGINNIS is the new superintendent at Silver City, Iowa.

► M. C. MARTIN has assumed his duties as superintendent of schools at Glenwood, Iowa.

► ARTHUR D. JONES has been elected superintendent of schools at Walla Walla, Wash., to succeed W. A. Lacey, who has retired after thirty years of service in the district of Walla Walla.

► The board of education of School District 125, Oglesby, Ill., on August 17, adopted a resolution of appreciation presented to acting superintendent CHARLES W. KINCHELOE for his excellent co-operation and outstanding service given to the school district while serving in the capacity of superintendent from June 1 to August 10, 1950. Mr. Kincheloe was commended "for unusual ability and unexcelled willingness in co-operating in an unusual situation confronting the schools of District 125." The board members desired to express their appreciation for the able handling of the schools during the short period of time and for the excellent service rendered to the children. The resolution was signed by James Scalapini, George A. Hunter, Victor Querciagrossa, Malcolm Condie, Earl Hocking, Joseph Stella, and Mrs. Lunett Hansen, all members of the board of District 125.

## NEWS OF SCHOOL BOARD OFFICIALS

► MISS ELLA F. POWERS, secretary of the board at Kenosha, Wis., died August 4. Miss Powers had been an employee of the board since 1906.

► M. D. CHASE has been elected president of the board at Parsons, Kans.

► JOHN BOYER is the new president of the board at Wichita, Kans.

► The school board at Marysville, Kans., has reorganized with WILLIAM S. EDDY as president; E. J. ANDERSON as vice-president; and JOHN MOLLINGER as secretary.

► BENNETT CLARK has been elected president of the board at Baxter Springs, Kans.

► The school board at Holton, Kans., has reorganized with WARREN BOTTENBERG as president, DR. ROY MOSER as vice-president, and HAROLD KAUL as clerk.

► CHARLES P. MURPHY has been re-elected president of the board at Junction City, Kans.

► LEWIS IRWIN has been re-elected as president of the board at Humboldt, Kans.

► R. O. MELLAND has been elected a member of the school board at Jamestown, N. Dak. E. J. HAZELTON has been named to succeed Rev. W. W. Keller.

► G. M. COLE has been elected president of the board at Redfield, S. Dak.

► GLENN TARRANT has been elected president of the board at El Dorado, Kans.

► The school board of Frankford, Mo., has reorganized with DR. E. P. HANSEN as president; RAY GRAVES as secretary; and C. E. LATIMER as treasurer.

► L. E. BROWN, a former superintendent and member of the board at Andalusia, Ala., has been elected chairman of the board for the 1951 school year.

Mr. Brown, with the assistance of the board, has begun plans for a city-wide, long range school building program. Ten new classrooms, a cafeteria, and a modern music room are planned for the next year.



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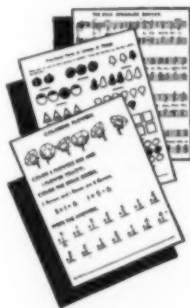
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# Better Light for School Libraries

The Committee on Library Lighting of the Illuminating Engineering Society has published a study of "Recommended Practice of Library Lighting." The study considers both elementary and secondary school libraries and takes into consideration the wide range of ages and visual capabilities of the library visitors.

Recommendations are made to use the modern lighting methods and techniques available to libraries now being designed, and suggestions are offered concerning methods of bringing lighting up to modern standards in poorly lighted libraries.

Present lighting systems in many libraries are faulty in one or several of the ways. As a rule, the total illumination level does not measure up to minimum needs for efficient and comfortable reading. Too much stress is placed on table lighting and dark furniture finishes are the cause of uncomfortable brightness contrasts. Glossy topped reading tables and inefficient lighting fixtures create glare. Stack lighting is often inadequate.

## Brightness Contrasts Important

Although it has been found that the eye functions most comfortably when brightnesses within the field of vision are uniform, such circumstances are not practical. Brightnesses can, however, be reduced to a comfortable ratio. The committee has made the following recommendations in regarding brightness ratios.

a) Between the central visual field, and the immediately surrounding surfaces, such as between a book and the table top with the book as the brighter surface . . . a ratio of 1 to 1/3.

b) Between the "central visual field" (book) and the more remote darker surfaces in the surrounding visual field, such as between book and floor . . . a ratio of about 1 to 1/10.

c) Between the central visual field (book) and the more remote brighter surfaces, such as between the book and the ceiling . . . a ratio of 1 to 10.

d) Between luminaires, or windows, and surfaces adjacent to them in the visual field . . . a ratio of 20 to 1.

Staying within these maximum ratios of brightness depends a great deal upon the surface finishes in the library. Their reflectance values together with the lighting establish the brightness pattern. White ceilings and light walls tend to reduce the ratios between luminaires and windows and surfaces adjoining them. Nonglossy surfaces are recommended for ceiling, walls, and table tops.

The following are recommended reflectance values:

	Per cent
Ceiling . . . . .	80
Walls . . . . .	50-55
Desk and table tops . . . . .	30-35
Furniture . . . . .	30-35
Floors . . . . .	30-40

Library furniture may now be obtained with

as little reflectance value as 24-28 per cent. Methods have been developed for the refinishing of old furniture to cut down reflection. Light table-grade linoleum table tops may now be obtained that have a 35 per cent reflection value. A nonglossy lacquer may be applied to bleached and refinished oak table tops. Grays or tints of warm and cool colors are used on walls which have low reflectance values.

## Illumination Standards Recommended

The American Standard Practice for School Lighting recommends a variation in illumination values throughout the library according to the type of work done. Difficult seeing tasks necessitate 50 foot-candles. These tasks include work with fine closely set print, illustrations with fine details, poor contrast work such as newspapers, maps, pencil notes, etc.; long study periods also require high illumination.

Ordinary seeing tasks such as moderate print; children's books; general office, file, and mail room work; cataloguing; better than average contrast work; and intermittent periods of reading or study need about 30 foot-candles.

Casual seeing tasks performed in conference rooms, stacks closed to the public, stairways and hallways, service areas, auditorium, book storage rooms, require 10 foot-candles.

Windows in the library admit light to aid in making up the desirable number of foot-candles. They allow readers to focus their eyes on distant objects, thus relaxing eye muscles. One thing in particular should be taken into consideration. The seating arrangement should be so set up that areas of brightness from the windows are not in the field of view.

Artificial lighting in the library poses many problems and several decisions must be made before the initial steps can be taken. There are two general types of light sources to choose from, filament and fluorescent lamps. Both are used successfully at the present time.

## EDUCATION AND EDUCATIONAL ARCHITECTURE

Unless our educators seek true architectural solutions in terms of building materials available today, of construction methods known today, and of thinking of today, how can they instill in their students a love of the true and of the alive?

It has been said before that architects can advance only as far as their clients will let them. To which might be added that architects should sometimes be given the opportunity to educate the educators.

—William Lescaze.

On an equal foot-candle and quality basis, they are equal in visibility, comfort, and readability obtained. Although the installation costs and maintenance of fluorescent lighting is higher than incandescent, the fluorescent lights need about half the current that incandescent lights use in producing the same amount of light.

Maintenance of lighting facilities, once installed is very important. A light source gives less light with continued use, and it is wise to replace lamps before they burn out. Windows should be kept clean for dirt on window surfaces can destroy the balance of natural and artificial light planned when setting up the lighting system. Wall and furniture surfaces should be kept free of dirt, especially in an indirect lighting system as dirt cuts down reflectance values. The cost of good maintenance is less than the cost of additional lighting to overcome poor care of facilities.

## Difficulty of High Rooms

General reading-room illumination is one of the most important points to consider. A high ceiling room, light in color or sparsely decorated can be lighted with indirect, semi-direct, semi-indirect, or large-area, low-brightness direct installations such as artificial skylights and indirectly lighted coffers.

"General diffusing systems using either light source, e.g., enclosing globes and unshielded fluorescent tubes, are not suitable for reading rooms because the large amount of light at angles near the horizontal becomes a source of direct glare in systems providing the levels of illumination required."

High ceiling rooms with heavily decorated, beamed, or coffered ceilings are often lighted with chandeliers which, while in keeping with the atmosphere of the room, fall far short of providing the necessary light. In some cases it may be possible to convert these chandeliers into direct or direct-indirect forms that bring the foot-candles of light provided up to the necessary level. Those that cannot be converted should be removed and replaced with adequate facilities.

Low ceiling library lighting generally runs to flush, ceiling mounted, and short-stem suspended units. Suspended luminaires should be high enough to clear stack areas.

Special care must be taken with the lighting of wall bookshelves and stacks. In windowless areas, the lighting must be consistent and strong enough to reach the bottom shelves. In the case of wall shelves, if there are windows open to the sky, supplementary lighting is necessary to offset the glare.

A light-colored ceiling and floor, combined with the tilting up of the bottom row of books, will aid in the distribution of light in stack areas. Lamps in the stack areas should be placed closer together than is now common practice and an increase in intensity over the 25-40 watts now used would help remedy many a bad lighting situation.



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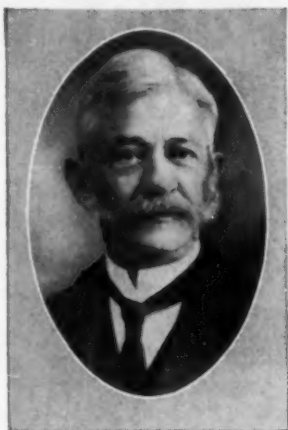
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**COMMERCIAL EDUCATION  
IN THE PEEKSKILL  
HIGH SCHOOL**

J. E. Scott\*

A good example of how business and the schools may co-operate was indicated when the Peekskill, (N. Y.) High School Commercial Department introduced a course in retail selling.

The idea of a course began in 1948-49 when the Commercial Department conducted a survey of clerical and sales duties in the local community as a means of evaluating the school's commercial curriculum.

An advisory committee in co-operative business training was organized with representatives of merchants, school officials, and commercial teachers. The local Association of Commerce endorsed the survey; the high school students distributed questionnaires in person, tabulated the data, and prepared a 28-page report dealing with clerical duties, wages of clerical and sales employees, types of office machines and equipment, and employer opinions regarding personal and skill traits of clerical and sales employees.

The survey revealed that 53.7 per cent of the 121 employers interviewed were retailers, and that 56.2 per cent of their employees were engaged chiefly in sales duties. On the basis of these facts, the advisory committee recommended that sales training be offered in the local high school.

The second step was to determine the gen-

\*Superintendent of Schools, Peekskill, N. Y.

eral course content in this subject. The retail division of the local Commerce body co-operated in the distribution of a special questionnaire to local retailers. The check list comprised 33 units of instruction, covering various phases of store work which the retailers were asked to evaluate in terms of their particular personnel needs.

Through a statistical treatment of the check list, the units of instruction were classified as: (1) those absolutely essential; (2) those not essential but desirable; (3) those neither essential nor desirable. On the basis of the classification, 16 units were deemed necessary, and 11 desirable though not necessary in the training of sales people.

With these facts in mind and with local merchant co-operation, a retail selling syllabus was prepared to meet local needs.

The third step, now in process, is to solicit the merchants' assistance in providing behind-the-counter work experience for students enrolled in the retail selling course.

**ESTABLISHING PARENT-  
SCHOOL RELATIONS**

Teachers in the public schools of Yankton, S. Dak., have sent each parent of a new pupil the following letter:

*Dear Parents:* Today I begin the happy experience of living with your daughter. I know all the years of love and care and training which you have given her brings her well qualified for her school experience. By virtue of my position I am very happy to share this responsibility with you. I shall strive to create an environment free from mental and physical strain. I shall always be interested in the personal problems of each

child in my care. I want your daughter to be given the opportunity to practice initiative and resourcefulness so that she may improve in the mastery of fundamental facts, techniques, attitudes, and points of character training.

I hope that by my philosophy of life, knowledge and skill, my sympathetic understanding, and guidance of your daughter, her growth and development will be influenced.

I believe that a sympathetic co-operative attitude between the parent and the teacher is necessary in the development of the personality of your child, therefore, I pledge myself to that end.

And so tonight I send her home to you. I hope a little stronger, a little taller, a little nearer her goal. Tomorrow I will be looking for her again. — Sincerely yours — *Signature of Teacher.*

Supt. Lester A. Baumann, in whose office the letter was prepared, states that the communication is intended to set up a happy relation between the individual parent and the teacher, and at the same time, to provide each parent with an understanding of at least a portion of the philosophy on which the school is being conducted.

**JEANS AND GIRLS**

Supt. P. M. Vincent, of Stevens Point, Wis., sends us the following genuine letter:

Dear Sirs: For some time now I've been talking to different mothers and women about the girls wearing blue jeans to school. We do not approve of jeans in school and think it is about time the school board put their foot down. Jeans are all right for sports and after school. It's no wonder it is hard to get a pair for boys to wear if all the females are wearing them to school. I think the school board could go along and help a lot by not allowing the girls to wear jeans to school. — A Mother, Mrs. —



# EXCITING NEWS!



3 BASICALLY  
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WITH BESELER VU-LYTE

*Announcing*

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*by Beseler*

THE FIRST REALLY MODERN  
OPAQUE PROJECTOR

YOU TOLD US WHAT YOU WANT

**HERE IT IS . . .** the most  
modern and most versatile of  
visual teaching tools



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**YOU WANTED a projector you can use in a partially-lighted room.**

Without total darkness, Beseler VU-LYTE gives you clear, sharp images and brilliant colors.

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Beseler VU-LYTE projects a letterhead or a postage stamp with equal ease . . . weighs 18 pounds less than previous models.

**YOU WANTED continuous, smooth operation without light flashes.**

Beseler VU-LYTE — and only Beseler VU-LYTE — gives you the Feed-o-matic\* Conveyor.



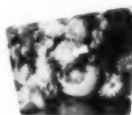
FEED-O-MATIC\*  
CONVEYOR

**YOU WANTED no bother with mounting copy in cumbersome picture holders, and no copy-flutter.**

Beseler VU-LYTE — and only Beseler VU-LYTE — gives you the Vacuumatic\* Platen.

**YOU WANTED a projected arrow that permits you to point to details without leaving the projector.**

Beseler VU-LYTE — and only Beseler VU-LYTE — gives you the Pointex\* Projection Pointer.



POINTEX\*  
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POINTER

And you can use VU-LYTE on an uneven surface . . . use a small or large screen . . . operate VU-LYTE with no heat or noise discomfort . . . always get top-flight projection at surprisingly low cost!

Remember, VU-LYTE is not a remodeled old model. It is brand new, the result of brand

new thinking in the field. We can only hint at the many surprising, exclusive, helpful features. See them and try them for yourself! But act *now*.

Without obligation, write or phone today for a free demonstration in your own projection room. And ask for booklet AS.

\*Patent Pending

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Equip your schools with Peabody No. 260 Steel Movable Desks and you equip them with the most efficient, most comfortable, and most attractive seating money can provide. Examine this quality seating. See how sturdy it is built. Notice the desk lids do not slam — look at the comfortable seat and notice how both seat and desk are independently adjustable. The adjustment feature is positive — cannot slip. Only persons responsible for seating can adjust them. No bolts — no butterfly nuts for children to loosen.

### New Suntan Color Makes Class Rooms More Attractive . . . Finish Resists Scratches

In keeping with the desire for brighter, cheerier classrooms, No. 260 Steel Movable Desks are available in the gorgeous new SUNTAN finish. The desk tops, seats and backs are also given a CELSYN coating — a coating so hard and tough it resists scratching to a remarkable degree. Write for complete information on No. 260 Steel Movable Desks.

### Peabody Offers Full Line of Quality School Seating

The PEABODY Line is a complete quality line of school seating, desks, chairs, tables, teachers' and administrators' desks and folding chairs. From this one manufacturer purchasers of school equipment can buy all necessary school furniture and be protected by the PEABODY ironclad guarantee of superior quality, workmanship, material and correctness of design.

*We invite your inquiries.*

*Write direct to —*



No. 33  
No-Tip Steel  
Folding Chair

**THE PEABODY SEATING CO., INC.**  
BOX 1 NORTH MANCHESTER, INDIANA



### SCHOOL BUILDING NEWS

► At Andalusia, Ala., the shop teacher and the janitors completed a job of refinishing in the three schools. One half of the entire floor space of the schools was sanded and varnished. These floors had been treated with oil from ten to thirty years.

► The board of education of Baltimore, Md., has adopted a budget calling for \$26,369,295 for the school year 1951. This includes \$21,851,908 for salaries of personnel, \$3,918,362 for operating expenses, and \$599,025 for capital outlay. The

larger part of the money will be obtained from local taxes amounting to \$19,039,821. State aid, tuition fees, special funds, federal aid, and athletic receipts make up the remainder of the money needed by the schools.

► The Housing and Home Finance Agency has reported an advance payment of \$3,360 to the school district of Manhattan Beach, Calif., for a shop building, to cost \$60,480. At LaVerne, Calif., an advance payment of \$31,200 has been made for an elementary school, to cost \$604,505. The school district of Los Gatos, Calif., has been given an advance payment of \$12,260 for an elementary school, to cost \$269,708. In Juniata County, Pa., the school district has been given advance payment of \$22,500 for a junior high school, to cost \$621,000. In Staunton, Va., an advance payment of \$14,620 has been made for a 15-classroom elementary school, to cost \$412,630.

► The school committee of Coventry, R. I., has approved plans for a 12-room elementary school, to cost \$480,000. Plans and specifications have been prepared by Messrs. Jenks & Ballou, Providence, R. I.

► Durango, Colo. Two elementary school buildings containing eight and twelve classrooms will be erected shortly. Bonds in the amount of \$300,000 have been sold, the proceeds to be used for school construction.

► A new elementary school has been completed and occupied at Manchester Center, Vt. The building comprises two stories, with 12 classrooms, a kindergarten, offices, a health room, kitchen and lunchroom, and an assembly room. Adjoining the school is a gymnasium-auditorium, with a stage and bleachers. Heating is by two oil-fired Pacific boilers, with Nesbitt syncretizers. The lunchroom is equipped with in-wall folding tables so that the room may also be used as a general-purpose room. The contract price of the building was \$458,107, and it was financed with a \$400,000 bond issue and the proceeds from the sale of old buildings and a community fund.

► The new Georgie Tyler elementary school, erected near Windsor, Va., includes six classrooms, a cafeteria, and combination auditorium-gymnasium. Construction work has also been started on the Camptown elementary school. These buildings are being financed with a bond issue of 250,000. Plans are being made for the consolidation of four white high schools.

► The board of education of El Paso, Tex., has proposed a \$995,000 school building program, to include nine projects comprising new schools and additions and improvements. Two of the principal projects are a new Burleson grade school and the San Juan school addition.

► The Housing and Home Finance Agency has reported a federal grant of \$10,780 to the Cobb County, Ga., board of education, for an 8-classroom high school, to cost \$281,000; a grant of \$3,900 to the board of Spearfish, S. Dak., for a 12-classroom elementary school, to cost \$185,125; an advance of \$86,000 to the board of education at Hagerstown, Md., for a 50-classroom high school, to cost \$2,475,000; and a grant of \$87,748 to the Norfolk County Board at Norview, Va., for a 45-classroom high school, to cost \$2,274,000.

► Watertown, Wis. The board of education has taken steps toward the planning of a new elementary school. The architectural firm of Foeller, Schober, Burns & Safford, Green Bay, has been engaged to prepare plans and specifications for a ten-room school, with gymnasium, visual-aid room, double kindergarten room, lunchroom, health room, and teachers' storage and workroom. The building, which will be a one-story structure, will cost \$400,000.

► New Haven, Conn. The board of education has taken steps toward the immediate construction of the new Winchester School, to cost an estimated \$1,000,000. The school will contain 22 rooms and will have the latest equipment.

► The new Horace Mann Junior High School, in West Allis, Wis., will be completed and occupied in the second semester of the school year. The building will house 500 students and will include an art room, a little theater for visual-aid purposes, and a home-economics department. The board will shortly receive bids for additions to the Dewey Junior High School, to include a gymnasium, an auditorium, and a cafeteria. A 9-classroom addition will be erected at the Jefferson School.

► The new Tomah elementary school building, completed and occupied at Tomah, Wis., was given some fine publicity in a special section of the *Tomah Journal*. The new unit houses the kindergarten and lower grades and is capable of expansion to 20 rooms to provide adequate housing for a growing community.

The *Tomah Journal* has done a bit of constructive work when it sets aside space for giving recognition to this fine new grade school.

► The Housing and Home Finance Agency has reported a federal grant of \$31,460 to the San Gabriel, Calif., school board for a new school



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building, to cost \$605,723; a grant of \$10,400 to the Lake Ozark, Mo., school board for a gymnasium building, to cost \$662,300; and a grant of \$42,000 to the Oyster Bay, N. Y., school board for an 18-room elementary school, to cost \$554,000.

► At Sylacauga, Ala., the school board has completed a new lunchroom for the Main Avenue elementary school. It adjoins the north wing of the present building and has complete equipment, including a refrigerator, modern stainless steel equipment, and cold storage for frozen foods. It is the first unit of an over-all plan to complete a building program in accordance with a survey made by the State Department of Education.

► Santa Ana, Calif. Plans have been approved for the Carl Harvey School for Handicapped Children. A new building program costing \$1,765,000 has been adopted, to include 85 new classrooms for the relief of overcrowded schools. It will provide two new schools and additions to the existing buildings.

► East Haven, Conn. Two remodeled and enlarged school buildings have been occupied this year. The buildings represent an expenditure of \$375,000 for construction work. The school board is looking for a suitable site for an eight-room elementary school to relieve overcrowded conditions due to increased enrollments.

► At Arkansas City, Kans., a number of staff committees have made studies of the educational program in the junior college and trade school. The educational program has been worked out and the architect has completed plans for the new building to be erected shortly.

Considerable study has also been given by the board to the building needs of the elementary schools. The board has authorized the architect to proceed with plans for nine elementary classrooms to be apportioned to four of the elementary buildings. The board has also taken action to provide three large boilers to replace obsolete ones in the junior-senior high school heating plants.

► Vernon, Tex. All schools in Wilbarger County offer homemaking and agriculture. Supt. Roy Hughes reports that the Odell Consolidated School has improved its building and added two classrooms, an office, and a cafeteria. In another building, a shop and vocational building have been erected and complete homemaking equipment has been provided. In the Lockett School a vocational building and a cafeteria have been erected.

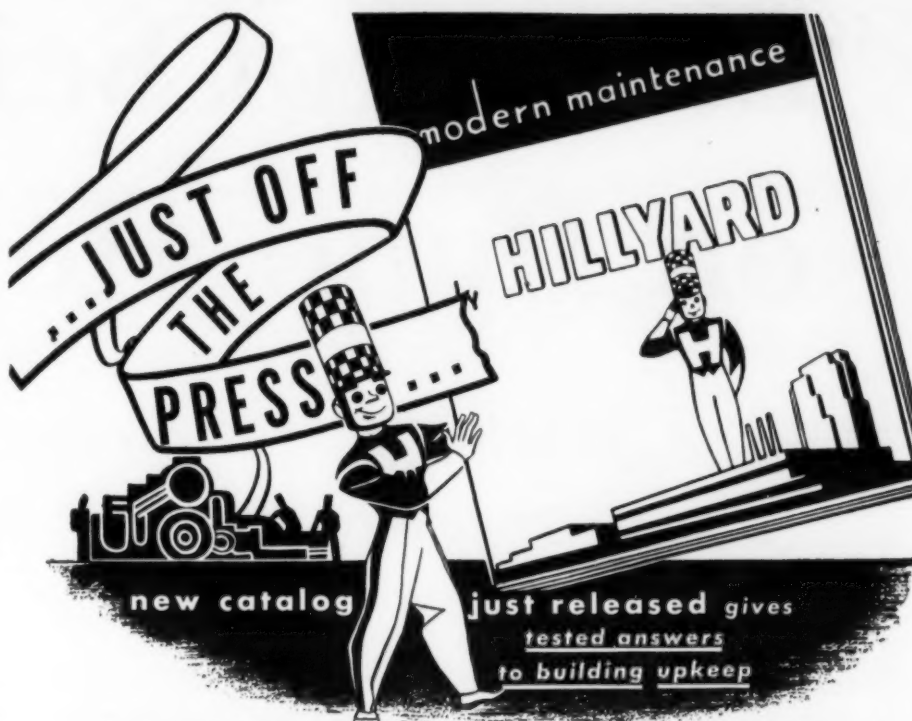
► At Taft, Calif., a new building has been erected for housing a group of cerebral palsied children.

► Auburn, Calif. A new school costing \$205,000 has been erected on a 20-acre site. An additional five acres of playground has been surfaced for school use. A new over-all master plan for new school construction calls for an additional ten classrooms, a multiple purpose room, and a cafeteria.

Supt. E. V. Cain has reported that the joint union elementary school district has prepared for an enrollment of 1000 children in the elementary grades in 1951. A slight increase has been made in the teaching and administrative staffs to take care of the increased enrollment.

► At Chino, Calif., a new elementary school has been occupied with the opening of the new school term. The El Rancho School contains ten classrooms and a double kindergarten. Plans are in progress for another elementary school on a ten-acre site and a high school on a 55-acre site. A contract has been let for an athletic field and dressing rooms to be completed during the current school year. Supt. Levi H. Dickey is in charge of the educational planning for these buildings.

► The board of trustees of the school district of Jacksonville, Tex., has employed the architectural firm of Wyatt C. Hedrick, of Dallas, to make a survey of the school plant and to determine the actual building needs of the school system. The first phase of the survey will be a study of the system's two Negro schools.



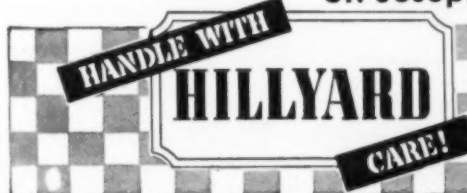
Here, compiled under one cover, is everything you want to know about floor treatments, building maintenance, sanitation, custodial training. MODERN MAINTENANCE, Hillyard's new catalog, contains a gold-mine of practical guidance,

latest information available, in the field of ceiling to floor maintenance. This book was designed to HELP YOU plan a low-cost maintenance program—to keep your buildings in "better than ever" condition at all times. Destined to become a "bible" of the industry... MODERN MAINTENANCE by HILLYARD will prove to be a profitable reference.

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Dear Sirs: Please send me a copy of Hillyard's new catalog, "Modern Maintenance", just off the press. I understand there is no charge.

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Building Address.....

City..... State.....

► Clintonville, Wis. The board of education has completed two primary schools to care for children in the kindergarten to grade four. The buildings, which are modern in design and functional in type, are extremely well built, and were erected at a cost of \$325,000. The plans and specifications are by Messrs. Foeller, Schober, Berners & Safford, Green Bay, Wis.

► School Dist. No. 110, Walla Walla, Wash., has completed the erection of a 500-pupil junior high school building. The board has also started work on a new elementary school.

#### SCHOOL BUILDING COSTS

The Client Service Bureau of the American Appraisal Company, Milwaukee, reports that the national average building construction index is at 502 as of September 1, 1950—within two points of the all-time high in October, 1949. The report

represents ordinary building construction costs in 22 typical American cities.

#### SCHOOL BUILDING CONSTRUCTION

During the month of August, 1950, contracts were let for 13 schools in 11 states west of the Rocky Mountains.

During the same period, the Federal Government advanced the sum of \$522,850 for the planning of school buildings, to cost an estimated \$107,272,170.

During the month of August, 1950, Dodge reported contracts let for 723 educational buildings, in 37 states east of the Rocky Mountains. The contract cost was \$113,095,000.

#### SCHOOL BOND SALES

During the month of July, 1950, permanent school bonds were sold in the amount of \$21,118,359. Of these bonds, California sold \$7,182,000, and Arizona \$5,750,000.

# "Effects of Scientific on Pupil Health"...

*As told by Dr. W. Norman Wampler,  
Superintendent of schools, Bellflower, Cal.*

"WE BELIEVE that proper heating, electronically controlled, has been responsible for reducing the average absence per child per month from illness by nearly 14 per cent in the Bellflower kindergarten schools where such heat is provided.

"The new heat installations have been the source of great interest to parents and school authorities alike. Many parents have told us, for instance, that their children haven't lost any days from class because of illness and that they had fewer colds since our new kindergarten schools were opened.

## COMPARATIVE STUDY IS UNDERTAKEN

"As a result, we have made careful studies of attendance records to see whether the new methods of heating and M-H heat controls have had any demonstrable effect on attendance. The studies covered the first six months of the 1948-49 school year, when the children were still housed in the old buildings, and the corresponding six months of the 1949-50 school year, when they had moved into the new buildings.

"We found that with all the other known factors constant and with the weather—the most serious factor of them all—slightly worse, if anything, due to a great deal more rain, the average absence from illness per

child, per month, was only 1.629 for 1949-50 as against 1.885 for 1948-49. The 1949-50 average is 86.42 per cent of the 1948-49 average, or a reduction of 13.58 per cent.

## CONCLUSIONS STRESS ENVIRONMENT

"Our surmise, based on a thorough examination of all the factors involved, such as type of children, classroom conditions, length of school days, and weather, is that the improvement was due solely to a healthier physical environment in the classrooms resulting from the right amount of heat and its scientific regulation.

"We have found that Minneapolis-Honeywell electronic heat controls regulated room temperatures so evenly, regardless of weather changes outside, that, together with the elimination of drafts, absence of children due to colds and other respiratory ailments has been materially reduced.

"Obviously, so many factors are responsible for the health of children that total control over them will never lie within the purview of any school authorities. A reduction of nearly 14 per cent in average absence per pupil which can be traced directly to improvement in classroom environment is therefore, in our estimation, of very great significance."



# Heating Control

## HOW THE FACTS WERE DEVELOPED

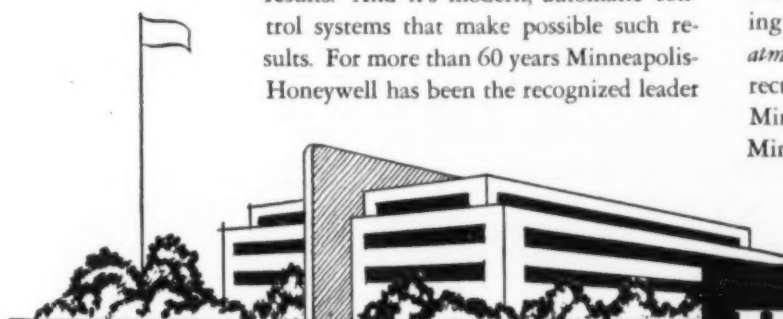
MONTH	1 NO. OF PUPILS AT MONTH END		2 ABSENCE DUE TO ILLNESS — DAYS	
	1948-1949	1949-1950	1948-1949	1949-1950
1 . . .	437 . . .	510	460.95 . . .	408.50
2 . . .	488 . . .	516	593.30 . . .	697.40
3 . . .	496 . . .	539	917.00 . . .	974.20
4 . . .	496 . . .	534	572.45 . . .	598.25
5 . . .	498 . . .	542	1,552.15 . . .	1,160.20
6 . . .	500 . . .	555	1,493.20 . . .	1,368.80
Six month average	494.17	532.67	931.51	Six Month Average 867.89
			1.885	Average per pupil per month 1.629

3 AVERAGE DAYS ILLNESS PER PUPIL PER MONTH		
Month	1948-1949	1949-1950
1 . . .	.947 . . .	.801
2 . . .	1.22 . . .	1.35
3 . . .	1.85 . . .	1.81
4 . . .	1.15 . . .	1.12
5 . . .	3.12 . . .	2.14
6 . . .	2.99 . . .	2.47

4 SUMMARY OF AVERAGES (Data based on 1st six months of school year)		
	1948-1949	1949-1950
Average enrollment per month	494.17	532.67
Average absence due to illness per month—days .	931.51	867.89
Average absence per child per month—days . . .	1.88	1.62
Per cent 1949-1950 absence is of 1948-1949 absence		86.42

Dr. Wampler's report speaks in terms of results. And it's modern, automatic control systems that make possible such results. For more than 60 years Minneapolis-Honeywell has been the recognized leader

in the field of automatic control. Make free use of Honeywell's nation-wide engineering staff for consultation about *controlled atmosphere* — healthful temperatures, correct humidity and adequate ventilation. Minneapolis-Honeywell, Minneapolis 8, Minn. In Canada: Toronto 17, Ontario.



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## WORKSHOP ON SCHOOL PLANT PLANNING

Under the guidance of Professor J. E. Butterworth of the School of Education, Cornell University at Ithaca, N. Y., sponsored a six weeks' Workshop on School Plant Planning during the past summer. Dr. Don L. Essex, director, Division of School Buildings and Grounds, New York State Department of Education, conducted the Workshop, assisted by Dr. William K. Wilson and Frank C. Gilson, staff members of the School Buildings and Grounds Division.

Representatives from the Cornell faculty contributed information in their particular fields. Participating were: E. M. Strong, professor of electrical engineering; Lucile Williamson, associate professor of economics of the household and household management; Helen Moser, assistant professor of home economics education; Edward M. Roden, visiting instructor in industrial arts education. The Workshop featured three all-day conferences relating to school building programs led by experts in heating and ventilating, school architecture, acoustics and air sterilization.

Speakers and their topics were: Allan Pond, chief sanitarian, U. S. Public Health Service, and Dr. Anne M. Bahlke, assistant director of medical rehabilitation, New York State Department of Public Health, on "Ventilation and the Control of Spread of Airborne Infection in School Building"; Dr. Ray Hamon, chief, School Housing Section, U. S. Office of Education, and Lawrence Perkins, of Perkins and Will, school architects, Chicago, on "School Buildings for Modern America"; and Professor Strong and Roy S. Anderson, acoustical consultant, Rochester, N. Y., on "Lighting and Sound-conditioning of School Buildings."

Set up for graduate credit the Workshop attracted administrators and teachers either intending to specialize in school plant planning or having school building problems in their own districts. Class enrollment of 15 included students from Wyoming, Michigan, Massachusetts, and West Virginia, as well as from New York State.

The course itself paralleled the development of an actual school building program through its various phases. Beginning with the determination of a community's school needs, it followed the growth of a project through the establishment of educational requirements and recommendations for a school, the sketching of preliminary plans and room layouts, and the drafting of working drawings and specifications for the plant. The class group studied administrative procedures involving such matters as the selection of the architect, relations of the architect with the board of education, publicity for and community participation in the project and sound business management in advertising for bids and in the awarding of contracts.

Workshop students visited new school plants in several western New York communities including those at Indian Landing, Sodus, Williamson, Canandaigua, Auburn, Moravia, Homer, and Ithaca. Conferences with architects at their offices comprised a portion of this field trip. The architects were Carl W. Clark and D. Kenneth Sargent, both of Syracuse.

### NEW YORK BUILDING PROGRAM

The city planning commission has begun a study of the extensive school building program, proposed by the board of education. Listed for construction in a six-year period, from 1951 to 1956 are 299 school building projects, totaling \$511,607,630.

Of these, 40 new elementary and junior high schools or additions, will be built in 1951, at a cost of \$60,450,000. In addition, the board seeks \$39,343,630 for new sites next year, and another \$48,000,000 for modernization of existing structures.



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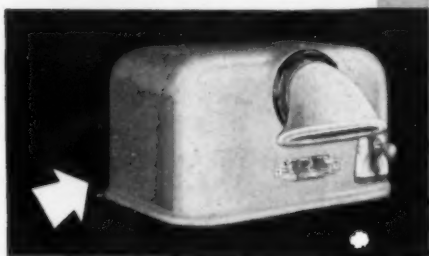
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## NEW PUBLICATIONS for School-Business EXECUTIVES

### Public School Finance Programs of the Forty-Eight States

Compiled by Edgar L. Morphet. Circular No. 274. Paper, 110 pp., 50 cents. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

This co-operative study is an outgrowth of studies of school finance made by the Council of State Governments during 1948-49 and released as "The Forty-eight School Systems." The information provided is based on state laws and state board regulations pertaining to debt limits, apportionment of state school funds, and other school finance provisions. Estimates of public school revenue receipts by states are included. The report constitutes a comprehensive and reliable description of the public school finance provisions in each of the states during 1949-50.

### Size of Class in 766 Public School Systems in Cities 5,000 to 30,000 Population in 1949-50

Bulletin No. 8, 1950. Paper, 29 pp., \$1. Published by the Research Division of the National Education Association, Washington 6, D. C.

This study of class size is limited to 766 public school systems of 5000 to 30,000 population, 1949-50. It makes clear that in 393 school systems in cities of 10,000 to 30,000 population, the median number of pupils in kindergartens was 25.8; in elementary grades, 29.2; in junior high schools, 29.4; and in senior high schools, 25.9.

In 373 school systems in cities of 5000 to 10,000 population, the median class size in kindergartens was 20.0; in elementary grades, 30.5; in junior high schools, 29.1; and in senior high schools, 25.2.

The survey indicates that classes are the largest in cities over 100,000 population and are at a satisfactory level of 29 to 30 in all population groups of cities below 100,000 population. Junior high schools average about 29 pupils in the lower population groups. The increasing costs, as well as the higher enrollments, are making it difficult to maintain these desirable standards.

### State Education Agency in Utah

Paper, 36 pp. Published by the National Education Association, Washington 6, D. C.

This report, prepared by the National Commission for the Defense of Democracy Through Education, is a study of the Utah setup of the Utah Department of Education and of its State Board of Education. It proposes that the present independent state controls of the finance, personnel, etc., be eliminated and placed in the hands of the State Board of Education and its executive officers.

### Rock Island, Illinois, Schools Operating Budget, 1950-51

Compiled by W. W. Bailey, assistant superintendent in charge of business and properties. Paper, 28 pp.

A report representing the financial guide and control for the school year 1950-51 and containing a statement of the estimated receipts of the proposed budget, as well as a detailed budget analysis, a comparative estimate of expenditures and receipts, and expenditures by major activities.

### Financial and Enrollment Data for Ohio Exempted Village-School Districts, 1950

Compiled by John H. Herrick, Emmet L. Riley, and William L. Carter. Paper, 13 pp. Published by the Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

The report is a summary of data for the exempted villages of Ohio and is in two parts. Part I is the general financial data for the exempted villages of the several school districts, and Part II shows the school enrollments in the several districts represented.

### A Decade of Court Decisions on Teacher Retirement, 1940-1949

Paper, 29 pp., 25 cents. National Education Association, 1201 Sixteenth St. N.W., Washington 6, D. C.

Contains a digest of findings and abstracts of 40 teacher retirement cases in 19 states during the decade of 1940-49.

### School Records and Reports

By J. L. Taylor. Paper, Mimeographed, 36 pp. United States Office of Education, Washington, D. C.

This is a progress report of an extended study of school records and reports relating to school property. The outline as presented includes the preparation of records on the local level, including: (1) inventory, (2) construction and capital outlay records, (3) plant opera-

tion, (4) plant maintenance, (5) plant utilization, (6) stores accounting.

The report includes a brief outline of the same general topics to be reported at the state level. Copies of the report are available in limited numbers.

### Bus Facts: Nineteenth Edition

Paper, 80 pp. Published by the National Association of Motor Bus Operators, Washington 6, D. C.

This useful publication brings together, in readily accessible form, the leading statistics of public bus transportation during 1949. Schoolmen will be interested to know that, while there are 26,000 buses engaged in intercity passenger transportation, nearly 100,000 buses are used exclusively for the transportation of school children. The total expense of operating public buses in 1949 was 32.8 cents per bus mile.

### A Growing Economy Must Build

By Thomas S. Holden. Paper, 11 pp. Chicago Building Congress, Inc., 1 North LaSalle St., Chicago 2, Ill.

An address delivered before the Chicago Building Congress, in which the speaker seeks to interpret the exigencies of the present situation as it affects the building construction industry and its relation to the total economy. He points out that the capital facilities of the economy of the country consist not only in machines and chemical processes, but also in building and engineering structures of many kinds. A growing economy, he says, must build. A dynamic free capitalist society achieves the largest and the soundest growth and the ultimate trend of socialistic economies is not growth but shrinkage. The long-range interest of the construction industry is deeply involved with the preservation of our remaining freedoms he thinks.

### School Building Program for the Geneseo Community Unit District of Henry County, Illinois

Compiled by M. R. Sumption, University of Illinois. Paper, 119 pp. Published by the Bureau of Research and Service, College of Education, University of Illinois, Urbana, Ill.

This study was carried on in the town of Geneseo, which has a population of 4515 and a school population of 905 pupils, divided between town, rural, and tuition students. The survey was conducted as a co-operative effort, under the direction of Prof. M. R. Sumption, as co-ordinator. Teachers and school administrators assisted in getting the facts about the enrollment and the educational program, and the students of the high school were responsible for the gathering of the essential information in such phases as history, population, and economic research.

The study was extensive, taking into account the population of the town, preschool and public school enrollments, employment, school revenue, tax rates, the educational program, efficiency of the present plant, financial ability of the town, school expenditures, bonded indebtedness, training level of the teachers, salaries, birth rates of the area, first-grade enrollments, school revenue in 11 county unit districts, leading industrial enterprises, number of stores and commercial services, social organizations, churches and memberships. A series of maps showed location and residence of the pupils in elementary schools, junior high schools, senior high schools, and preschool children in proposed elementary centers.

The study showed that there will be need for additional facilities to house at least 1700 pupils, plus a number of tuition students, in 1955-56. There is need for 14 additional classrooms, in addition to a new South School. The junior high school will need pupil stations for 400 pupils, which indicates a need for a building of 15 classrooms and six special rooms. Two additional classrooms, with a multipurpose room, will be sufficient for meeting the needs of the area in its present size. The senior high school can readily be accommodated in the present high school building.

### Court Decisions on Teacher Tenure

Paper, 23 pp., 25 cents. Bulletin for March, 1950, National Education Association, Washington 6, D. C.

This report of the Committee on Tenure and Academic Freedom summarizes 24 cases handled in the courts of 14 states during 1949. The problems solved by the courts centered almost entirely on the dismissal of probationary teachers; the abolishment of positions; and the acquisition of tenure status.

Two interesting cases related to (1) the maintenance of tenure status after assignment to administrative duties which the court approved and (2) dismissal at compulsory retirement age. In the latter case the court found against the teachers.

### Selected Bibliography on School Finance

By Timon Covert. Paper, 47 pp. Bulletin 1949, N. 14. Federal Security Agency, Office of Education, Washington, D. C.

This comprehensive list of references includes publications issued between 1933 and 1949.





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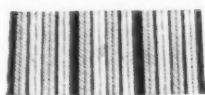
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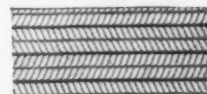
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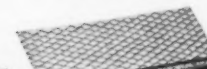
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## DOWNEY DEVELOPS CRITERIA FOR SUPERIOR TEACHERS

Joe G. Coss\*

In many states, teacher tenure laws place upon boards of education the responsibility of electing a teacher to a permanent status of employment after a probationary period of a few years. This responsibility is usually delegated to the district superintendent who in turn must rely on direct observation or the reports of principals under whom the teacher has served.

Since the highest standards of teaching must be maintained in any school system, many boards of education have the standing policy that tenure is granted only to teachers with superior rating. There is no question that this is an ideal policy. The chief question which must be answered for each teacher and for the board of education is: How do you know when a teacher is superior?

Many administrators use ready-made criteria which can be found in books on administration, personnel management, etc. The administrative staff of the Downey School District, in Los Angeles County, Calif., decided to develop its own criteria.

Administrative policy requires teacher participation in policy-making involving the teaching profession. A teacher-tenure criteria committee was selected in January, 1950. Composed of four administrators and four teachers chosen by the faculty steering committee, this committee also includes a member of the professional relations staff of the Downey Teachers' Association who serves as consultant.

The committee met six times during the past year for the discussion of problems and for the revision of suggested criteria, the revision of statements, and the simplification of long documents preliminary to the present completed form. Each revision was mimeographed and distributed to the teachers for critical evaluation. The final completed form was reviewed by the California Teachers' Association consultant and approved. The statement will be incorporated as a part of the Teachers' Handbook, making it available to teachers who desire to know the standards to be met by superior teachers.

The criteria statement obviously becomes the rating criteria which must be used. A special form of the criteria statement, giving allowance for subjective statement, will then be used. While a copy of the criteria is offered here, it should be understood that it applies only to the teachers of one school system. Its chief value is in the fact that the teachers themselves had a part in developing it.

### CRITERIA OF A SUPERIOR TEACHER

The policy of the Board of Trustees of the Downey School District is to maintain the highest standards for all teaching personnel. Tenure is granted only to superior teachers.

In order to have some concrete bases for determining the qualities of superior teachers the Teacher Tenure Criteria Committee has developed criteria in the following areas: (I) Philosophy; (II) Skills and Techniques; (III) Attitudes; (IV) Personal Qualifications.

I. The superior teacher subscribes to and practices the California Code of Ethics.

II. The superior teacher shows evidence of skills and techniques in the following ways:

#### A. Pupil Achievement

1. Testing and sampling of pupil abilities by the use of standardized tests, teacher devised tests and quizzes.
2. Observation of individual progress, awareness of age level characteristics, and individual growth patterns.
3. Presentation of problem solving situations in a variety of experiences.
4. Follow-up to see that work started is accomplished.

#### B. Pupil Personality Adjustment

1. Provision for individual differences such as emotional, social, physical, intellectual, environmental, etc.
2. Provision for individual development such as biological, intellectual, etc.
3. Provision for successful achievement so that each child may feel success, and that all children may work up to a reasonable expectancy level.
4. Establishment of peer relationships so that all children will have a feeling of belonging within the group.
5. Alertness to social and antisocial behavior not only in the classroom but on the grounds as well.
6. Responsibility that all children learn to be helpful and good citizens whether under her direct guidance or not.

#### C. Pupil Citizenship Development

1. Makes provision for social control in two areas: (a) group-discipline, such as developing and following class standards and socially acceptable behavior; (b) self-discipline, such as working constructively without supervision.
2. Encourages respect for the rights and opinions of all.
3. Encourages intelligent respect and appreciation for all races and creeds.

4. Initiates activities which encourage respect for the dignity of all work.
5. Helps children assume responsibilities necessary in the development of sound moral and democratic behavior.

#### D. Pupil Understanding of Community

1. Provision for use of community enterprises for better understanding of Downey.
2. Encourages intelligent respect and appreciation for the community.
3. Establishes loyalty to the community.
4. Encourages constructive appraisal of the community.

#### E. Technical Abilities

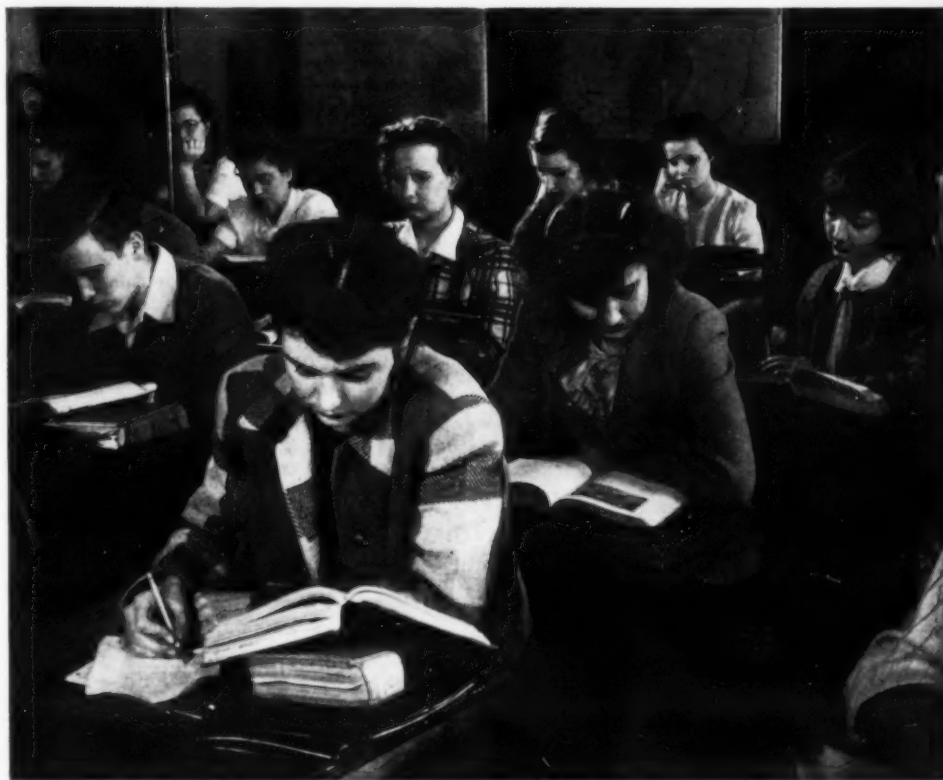
1. Room environment which is pleasing such as: (a) arrangement for functional use, good lighting, balance, etc.; (b) ventilation, comfort, and alert work; (c) neatness, orderliness, and cleanliness.
2. Room environment which provides for further educational experiences such as: (a) science table; (b) reading corner; (c) suitable charts, pictures, etc.
3. Makes a unit outline based on the approved course of study.
4. Makes flexible daily lesson plans to fit work or study units.

III. The superior teacher demonstrates a professional attitude to insure growth in her chosen profession in the following ways:

- A. Attends institutes planned to give an insight into philosophies of good education.
- B. Attends workshops planned to give insight into techniques of good education.
- C. Attends college classes to improve weak areas and learn of new methods and techniques.
- D. Adheres to District policy established by the Board of Trustees.

IV. In the area of personal qualifications the superior teacher observes the following:

- A. Likes children and enjoys teaching with all its responsibilities.
- B. Dresses neatly and appropriately for the classroom.
- C. Is honest in her self-appraisal and does something about her weaknesses.
- D. Accepts and encourages constructive criticism to improve her teacher worth.
- E. Has a gracious, pleasing manner with children, and fellow workers.
- F. Is loyal to the school system and to education generally.
- G. Is emotionally stable and well adjusted.



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\*District Superintendent of Schools, Downey, Calif.



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#### ROLE OF THE SCHOOLS IN A WAR PROGRAM

Thirty-five representatives of Michigan schools, colleges, and universities met in Lansing recently to discuss effective measures to be taken by them in a program of civilian mobilization and defense. Donald S. Leonard, director of civilian defense, urged the necessity for well-laid plans that may be put into action at short notice, rather than the hysteria that prevails in time of panic. He stressed the use of schools as emergency hospitals, feeding centers, and temporary shelters. He indicated their responsibility for training civilian defense workers as well as warworkers, and outlined the probable need for science teachers as technical advisers in defense activities.

A detailed program developed for Detroit schools was outlined. This includes a strong instructional program to give pupils a clear understanding of American principles. The recommendations made by the group included:

1. A committee for educational mobilization to develop a unified program for all levels of education, to be appointed by the superintendent of public instruction.

2. A bulletin for schools which would suggest a sensible plan of action and guard against hysteria and overdevelopment, to be prepared and distributed by the department of public instruction.

3. A well-developed program for action to be presented and discussed at the meeting of school administrators in Traverse City.

#### CULPEPER COUNTY HIGH SCHOOL ACTIVITIES PROGRAM

The Culpeper County High School at Culpeper, Va., maintains an activity program, which is designed to supplement the regular classroom curriculum in carrying out the purpose of the school. A regular activity period of thirty minutes

is provided each day. At this time, school assemblies are held and organization meetings are scheduled. Students who do not have a regularly scheduled activity, remain in their home rooms where they may engage in one or more activities such as special guidance, receiving assistance in some schoolwork, or using the library facilities. Students participating in athletics are eligible to do so only if they have passed satisfactorily three subjects during the preceding semester. Each student is limited in the number of organizations to which he may belong in order to serve as insurance against too heavy a load of extra-curricular work.

The student council co-ordinates the work of the total activity program. The council is composed of a representative from each home room, the presidents of organizations, and the student council officers. The organization presidents report the work and activities of their individual organizations to the council each month, thereby preventing the duplication of activities and insuring worth-while work in their groups. All assemblies are scheduled by the student council president, who also presides over each of the weekly assemblies. Much of the work of the council is carried on by the several committees, such as hall committee, health committee, and cleanup committee. The organization in which 65.88 per cent of the students hold membership, are open to all of the students.

#### NEWS OF SCHOOL OFFICIALS

► The board of education of Crawfordsville, Ind., has reorganized for the year 1951, with SELWYN F. HUSTED as president; MRS. HELEN G. HARVEY as secretary; and WALTER L. FORD as treasurer. Other members of the board are WILLIAM W. KUMMINGS and MELVIN B. MALLERY.

► WALTER FISCHER has been elected president of the school board at Eureka, Kans.

► DR. A. H. BARR has been elected a member of the school board at Port Washington, Wis., to succeed Frank Kohnen.

► DR. CHARLES R. NELSON has been elected assistant

superintendent in charge of elementary schools at Houston, Tex. Dr. Nelson was formerly on the staff of the Institute of Field Studies of Finance and School Building Studies of Teachers College, Columbia University.

► DR. HERBERT BRUNER, superintendent of schools at Minneapolis, Minn., has been appointed professor of education at New York University, New York, N. Y.

► LEE L. EVE, of Crown Point, Ind., has been elected superintendent at Crawfordsville for a three-year term. He succeeds Gerald Alexander, who has accepted a position in the School of Education, Indiana University.

► C. T. ROBERTS has assumed his duties as superintendent of schools at Lenox, Iowa, where he succeeds C. E. Thomas.

► The school board at Elm Creek, Neb., has reorganized with R. C. BRYAN as president; C. C. WORTHING as secretary; and MRS. MARY POULSON as treasurer.

► The board of education of Avalon, Pa., on August 8, adopted a resolution to record the passing of MAURICE W. DAUBENSPECK, a friend and fellow member of the board.

In its resolution, the board members expressed their loss of his judgment, counsel, and leadership in the conduct of the affairs of the school district. The board extended its sympathy to the bereaved family and a copy of the resolution was spread on the minutes of the meeting.

► C. B. KNICKERBOCKER, JR., and ROBERT L. LARSON are the new members elected to the school board at Santa Ana, Calif., to replace Henry A. Baldwin and Rev. George Busdiecker.

► FRED STEWART is the new member of the school board at Santa Paula, Calif.

► JOHN GEIST has been elected president of the board of education of West Allis, Wis.

► RAYMOND L. DEWINDT has been elected business manager for the board of education at Battle Creek, Mich.

► MRS. ESTHER NELSON has been elected clerk of the board at Bozeman, Mont.

► J. RALPH HYLTON has been elected president of the board at Sheridan, Wyo.



M. W. Daubenspeck



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## SCHOOL ADMINISTRATION NEWS

► The Chicago schools enrolled 707,000 children during the first half of the 1950-51 school session.

► The school officials of Baltimore county, Md., have made arrangements to care for 40,000 students during the school year 1950-51. The largest increase in the history of the county school system is expected with the enrollment of 4000 additional pupils. A 20 per cent increase is expected to raise the total junior and senior high school enrollment to slightly less than 14,500, a gain of 2500 students over 1949-50. More than 1500 additional pupils will bring the county elementary school population to a record total of 25,600.

In order to care for a large portion of the new enrollment, additional school facilities have been constructed or are nearing completion for 2750 pupils. Alterations to 11 schools, the reopening of two old buildings, and other makeshift accommodations will provide classroom space for the remaining 1250 newcomers.

► The high school band at Andalusia, Ala., has returned from a one-week band camp on the Atlantic Coast. Five hours of practice, plus a full program of physical education and games was topped off each night by a well-planned program of diversified activities. The group comprised 58 members of the band, four counselors, the superintendent, and a member of the board.

► The Gurney memorial curriculum center at East Haven, Conn., has completed its fifth year of continuous service. Under the direction of the elementary supervisor, the center furnishes all types of instructional aids to the elementary teachers. A complete stock of audio-visual aids has been established and the materials are in constant demand by the classroom teachers.

Following a business-industry-education day, held last spring, the schools are planning to participate in a reciprocal program along with other near-by communities. During Education Week, the schools and teachers will hold a get-together meeting to become acquainted with the work done in the schools.

► One of the popular grade activities at Walsenburg, Colo., is the photography laboratory, which is conducted in conjunction with a Shop and Creative Department. It is equipped with a darkroom, with enlarger and other essential facilities and affords pupils educational advantages unique in grade school setups. Supt. S. M. Andrews reports that the laboratory has produced some excellent results.

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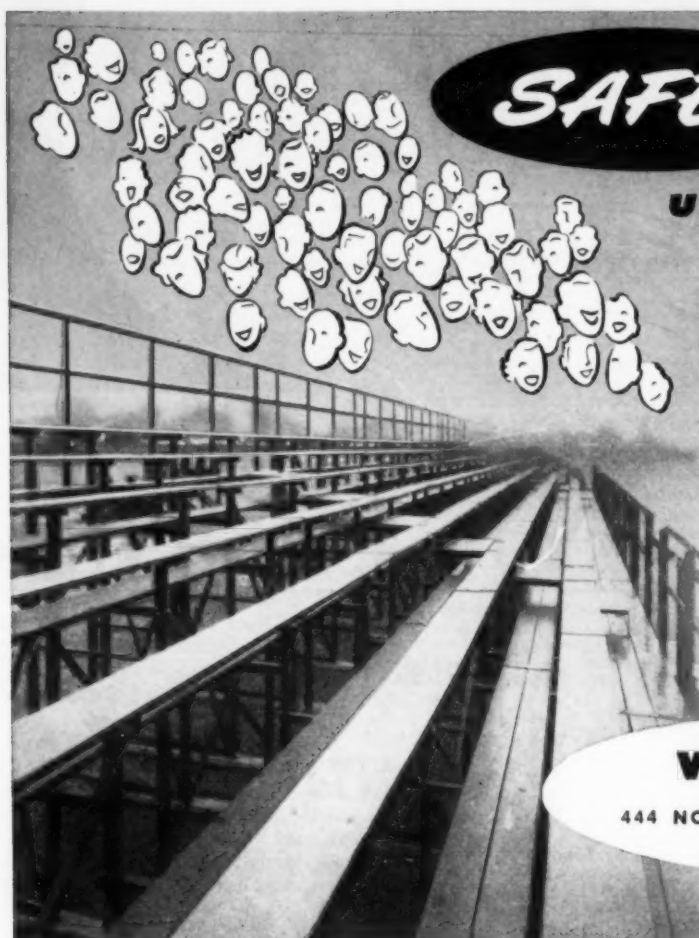
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**SAFE...**


**under a capacity crowd**

To you on whom the safety of a capacity crowd may depend, it's good to know that all Wayne Grandstands and Gymstands conform to the exacting requirements of the Grandstand Regulations of Pennsylvania, the Standard Specifications of the American Institute of Steel Construction and the Recommendations of the U. S. Forest Products Laboratory.

It's good, too, to know that all Wayne Stands are designed to provide maximum utility and visibility . . . and that you can start with a small stand and add in length or number of rows as desired.

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*"Wayne Stands for Safety"*

#### ROLE OF THE SCHOOLS IN A WAR PROGRAM

Thirty-five representatives of Michigan schools, colleges, and universities met in Lansing recently to discuss effective measures to be taken by them in a program of civilian mobilization and defense. Donald S. Leonard, director of civilian defense, urged the necessity for well-laid plans that may be put into action at short notice, rather than the hysteria that prevails in time of panic. He stressed the use of schools as emergency hospitals, feeding centers, and temporary shelters. He indicated their responsibility for training civilian defense workers as well as warworkers, and outlined the probable need for science teachers as technical advisers in defense activities.

A detailed program developed for Detroit schools was outlined. This includes a strong instructional program to give pupils a clear understanding of American principles. The recommendations made by the group included:

1. A committee for educational mobilization to develop a unified program for all levels of education, to be appointed by the superintendent of public instruction.
2. A bulletin for schools which would suggest a sensible plan of action and guard against hysteria and overdevelopment, to be prepared and distributed by the department of public instruction.
3. A well-developed program for action to be presented and discussed at the meeting of school administrators in Traverse City.

#### CULPEPER COUNTY HIGH SCHOOL ACTIVITIES PROGRAM

The Culpeper County High School at Culpeper, Va., maintains an activity program, which is designed to supplement the regular classroom curriculum in carrying out the purpose of the school. A regular activity period of thirty minutes

is provided each day. At this time, school assemblies are held and organization meetings are scheduled. Students who do not have a regularly scheduled activity, remain in their home rooms where they may engage in one or more activities such as special guidance, receiving assistance in some schoolwork, or using the library facilities. Students participating in athletics are eligible to do so only if they have passed satisfactorily three subjects during the preceding semester. Each student is limited in the number of organizations to which he may belong in order to serve as insurance against too heavy a load of extra-curricular work.

The student council co-ordinates the work of the total activity program. The council is composed of a representative from each home room, the presidents of organizations, and the student council officers. The organization presidents report the work and activities of their individual organizations to the council each month, thereby preventing the duplication of activities and insuring worth-while work in their groups. All assemblies are scheduled by the student council president, who also presides over each of the weekly assemblies. Much of the work of the council is carried on by the several committees, such as hall committee, health committee, and cleanup committee. The organization in which 65.88 per cent of the students hold membership, are open to all of the students.

#### NEWS OF SCHOOL OFFICIALS

- The board of education of Crawfordsville, Ind., has reorganized for the year 1951, with SELWYN F. HUSTED as president; MRS. HELEN G. HARVEY as secretary; and WALTER L. FORD as treasurer. Other members of the board are WILLIAM W. KUMMINGS and MELVIN B. MALLERV.
- WALTER FISCHER has been elected president of the school board at Eureka, Kans.
- DR. A. H. BARR has been elected a member of the school board at Port Washington, Wis., to succeed Frank Kohnen.
- DR. CHARLES R. NELSON has been elected assistant

superintendent in charge of elementary schools at Houston, Tex. Dr. Nelson was formerly on the staff of the Institute of Field Studies of Finance and School Building Studies of Teachers College, Columbia University.

► DR. HERBERT BRUNER, superintendent of schools at Minneapolis, Minn., has been appointed professor of education at New York University, New York, N. Y.

► LEE L. EVE, of Crown Point, Ind., has been elected superintendent at Crawfordsville for a three-year term. He succeeds Gerald Alexander, who has accepted a position in the School of Education, Indiana University.

► C. T. ROBERTS has assumed his duties as superintendent of schools at Lenox, Iowa, where he succeeds C. E. Thomas.

► The school board at Elm Creek, Neb., has reorganized with R. C. BRYAN as president; C. C. WORTHING as secretary; and MRS. MARY POULSON as treasurer.

► The board of education of Avalon, Pa., on August 8, adopted a resolution to record the passing of MAURICE W. DAUBENSPECK, a friend and fellow member of the board.

In its resolution, the board members expressed their loss of his judgment, counsel, and leadership in the conduct of the affairs of the school district. The board extended its sympathy to the bereaved family and a copy of the resolution was spread on the minutes of the meeting.

► C. B. KNICKERBOCKER, JR., and ROBERT L. LARSON are the new members elected to the school board at Santa Ana, Calif., to replace Henry A. Baldwin and Rev. George Busdiecker.

► FRED STEWART is the new member of the school board at Santa Paula, Calif.

► JOHN GEIST has been elected president of the board of education of West Allis, Wis.

► RAYMOND L. DEWINDT has been elected business manager for the board of education at Battle Creek, Mich.

► MRS. ESTHER NELSON has been elected clerk of the board at Bozeman, Mont.

► J. RALPH HYLTON has been elected president of the board at Sheridan, Wyo.



M. W. Daubenspeck



## "You wrote on my slate!"

Do you remember these haunting words from "School Days"? Take a moment from your busy schedule to recall such pleasant memories; those memories reveal the "Time-Tested" superiority of natural slate as a writing surface.

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4. Improved finishing methods at the factory are producing a "Superior" writing surface.
5. For ease of writing, ease of cleaning, ease of upkeep, and durability, natural slate is your best investment.

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**NATURAL SLATE BLACKBOARD COMPANY**  
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## SCHOOL ADMINISTRATION NEWS

► The Chicago schools enrolled 707,000 children during the first half of the 1950-51 school session.

► The school officials of Baltimore county, Md., have made arrangements to care for 40,000 students during the school year 1950-51. The largest increase in the history of the county school system is expected with the enrollment of 4000 additional pupils. A 20 per cent increase is expected to raise the total junior and senior high school enrollment to slightly less than 14,500, a gain of 2500 students over 1949-50. More than 1500 additional pupils will bring the county elementary school population to a record total of 25,600.

In order to care for a large portion of the new enrollment, additional school facilities have been constructed or are nearing completion for 2750 pupils. Alterations to 11 schools, the reopening of two old buildings, and other makeshift accommodations will provide classroom space for the remaining 1250 newcomers.

► The high school band at Andalusia, Ala., has returned from a one-week band camp on the Atlantic Coast. Five hours of practice, plus a full program of physical education and games was topped off each night by a well-planned program of diversified activities. The group comprised 58 members of the band, four counselors, the superintendent, and a member of the board.

► The Gurney memorial curriculum center at East Haven, Conn., has completed its fifth year of continuous service. Under the direction of the elementary supervisor, the center furnishes all types of instructional aids to the elementary teachers. A complete stock of audio-visual aids has been established and the materials are in constant demand by the classroom teachers.

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**SEALS OUT DIRT - WON'T CHIP AWAY**

**APPLY PENETRATING SEAL-O-SAN and cut the total cost of the floor! Because Seal-O-San protects the wood against traffic and abuse, the life of the floor is lengthened . . . replacement costs are nil. That's not all, Seal-O-San so completely seals the wood pores and cracks and crevices, that daily maintenance is cut to the bone . . . dust mopping does the trick. Expensive scrubbing is eliminated. Years of use all over the country prove that Seal-O-San protects floors . . . saves the wood from wear and keeps it beautiful. Test it where the traffic is toughest . . . you'll soon use it throughout the school. Write today for folder.**



**PENETRATING  
SEAL-O-SAN**

**HUNTINGTON LABORATORIES, INC., HUNTINGTON, IND., TORONTO**

lectures in the Washington city high schools. While no reason was given for the change it is stated that the board has become exceedingly cautious concerning lecturers who might at one time have had affiliations with lecturers suspected of subversive purposes. The board desires to employ only lecturers in whom the greatest confidence can be placed.

► Kalamazoo, Mich. The board of education has adopted a new vacation policy for school employees who work on a twelve months' basis. The policy requires:

1. That two weeks' vacation be allowed full time employees after one year of service, and three weeks' vacation after 15 years of continuous service—the rule to apply to all custodians, janitors, plumbers' helpers, plumbers, mechanics, stockroom employees, and bus drivers.

2. That the two weeks' vacation be allowed

regular, full-time clerks in the offices of the board, after one year of service, and three weeks' vacation after 10 years' service.

► At Shelton, Wash., a new elementary school building has been occupied for the first time this year. The building which consists of 12 rooms, a kindergarten, a library, and an auditorium-lunchroom, accommodates 450 pupils. This is the first of three buildings which are contemplated for early construction. The next one will be a vocational building housing classes in shopwork, home economics, music, commercial subjects, and health work. The educational planning for these buildings is being done by R. W. Oltman, superintendent of schools.

► Houston, Tex. Splendid progress is being made with the school building program, according to William G. Farrington, chairman of the school board. The new building program has been

initiated in order to provide new facilities to keep pace with the growing school population of the city and the urgent demand for new classroom facilities. It is anticipated that there will be a great reduction in double sessions this year for the first time since 1941.

► Houston, Tex. J. W. Brannan, formerly assistant state superintendent of schools, has been appointed superintendent of bus transportation. A number of buses will be driven by housewives this year, in preference to teachers as was formerly the case.

A new free lunch plan has been adopted by the school board. The new lunch plan will be financed without federal aid. Three sources will be utilized in furnishing the lunches, namely, the community chest, the county welfare board, and the school board. The cost of the service has been raised to meet the general trend in higher living costs. The lunches will cost about 20 per cent more this year.

► The city schools of New York City opened on September 11 with 900,000 boys and girls housed in 890 school buildings, and supervised by 38,000 teachers and supervisors.

In addition, 300,000 children were reported at the parochial schools. In the archdiocese of New York City there was an enrollment of 153,200, an increase of 2000 over 1949, and the Brooklyn Borough registered 165,000 pupils.

In the public schools, all divisions, with the exception of the junior high schools, showed an increase in enrollment. The elementary schools enrolled 489,000 pupils, or 17,000 more than last year; the junior high schools 92,000, a decrease of 8000; the academic high schools, 185,000 pupils, or an increase of 2500. The vocational schools registered 49,000 students.

► Houston, Tex. Students in the senior high schools have been provided with a new civics book this year to replace the much discussed Magruder's "American Government." All social studies and English courses have been revised in a manner to stress spiritual values. Other individual courses have been rewritten around this theme.

For the first time this year all elementary schools will enjoy individual libraries. The new plan replaces a former one which provided one central library for all schools. New recreational and reference books have been given a special place in the new libraries.

### KALAMAZOO PUBLIC SCHOOLS ARE PUBLICIZED

The Kalamazoo, Mich., *Gazette*, of Sunday, August 13, devoted an entire 16-page section to the present achievements of the local public schools. The news stories prepared in co-operation with the school executives were generously illustrated with portraits and schoolroom views.

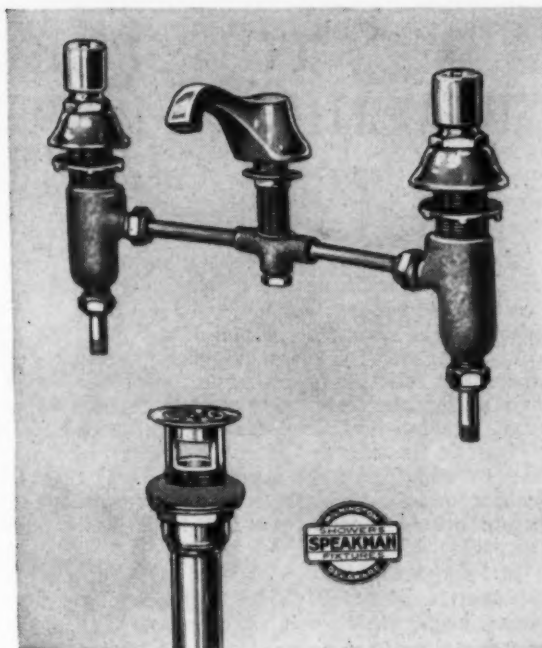
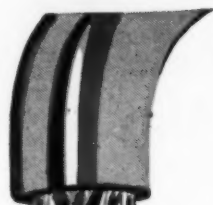
Among the articles in the special issue were the following: Registration of Students; Rush Work on South Junior High School Units; Schools Study Mounting Costs; Citizens' Committee Probes Urgent Need of Schools; Budget Troubles Reduce School Building Repair Program; Educational Group Proposes Solution to Neglected Education of the Gifted; Library Plans for Busy Year as Schools Reopen.

### NEW YORK STUDENTS EARNINGS HIGH

A pay roll of almost a million dollars was shared by 2164 high school co-operative-education students enrolled in the co-operative education program during the school year 1949-50. The exact amount, according to Miss Grace Brennan, director of the program, was \$961,987.

Students enrolled in the program alternated classroom work with practical, on-the-job training during the last two years of their high school course. For the group graduated in June, 1949, the salaries ranged from \$30 to \$60 a week, averaging \$36. For the January, 1950, group, the salaries ranged from \$30 to \$47.50, with an average of \$34.





SPEAKMAN Combination Push-Button  
Metering Lavatory Fixture . . . (S-4170)



SPEAKMAN Push-Button Self-Closing  
Metering Basin Faucet . . . (S-4320)

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### SELF-CLOSING METERING FIXTURES

EVERY SCHOOL is faced with the problem of water-waste in wash-rooms. Wherever water supply is limited or must be conserved, this waste assumes proportions that demand something be done about it.

Speakman Self-Closing Metering Fixtures provide an efficient and economical means of water control for lavatories. They are non-hammering, non-dripping. Volume of water may be regulated from a "dash" to 1½ gallons per valve and this adjustment is external. Metering is extremely accurate at each push of the button. The bypass is non-clogging . . . the operating unit is quickly and easily renewable, thereby reducing maintenance to a minimum.

The Combination Metering Fixture shown above has the added feature of permitting washing in running tempered water. It is ideal where water economy is an important factor.

Speakman fixtures are sturdily built to last a lifetime of strenuous use. For top quality—long-range economy, make sure you specify Speakman . . . "traditionally the best in brass."

- NON-HAMMERING
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- NON-CLOGGING BY-PASS

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**SPEAKMAN**

SHOWERS AND FIXTURES

SPEAKMAN COMPANY, WILMINGTON 99, DELAWARE

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## YOUR ART SUPPLIES PROBLEM

HOW MANY *Do I Need?*

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HOW SHALL *I Use Them?*

These three questions are answered completely in this authoritative "Handbook of Art Education Materials." Used as a guide, it will save you valuable time . . . eliminate the annoying and costly results of guesswork . . . give you detailed directions for the practical and effective application of all school art materials.

Also included are special sections on handling exhibits and displays, and integrating the art program with other school activities.

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Please send me ..... copies of "How Many,  
How Much." I enclose 50¢ per copy.

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## THE SPRINGFIELD TEACHING MATERIALS CENTER

Bruce E. Wheeler\*

The selection of a book for the classroom or library is an important responsibility for teachers and one in which they have had little practice. The same may be said of any other educational aid. Too often, the administrator makes the selection or perhaps a committee does it. In either case, the classroom teacher who is to use the book or aid has little or no part in its selection. More often than we like to admit, a good salesman induces a teacher or administrator to make decisions before other available materials have been thoroughly examined.

In Springfield, Ill., the board of education maintains a *Materials Center* in which new books, maps, charts, and all other types of educational aids are to be found. The Center operates all during the year, but a special effort is made to publicize it to the teachers, at least once during the school year when a combined exhibit and workshop is held. To this exhibit nearly all the Springfield teachers, as well as others from adjoining towns come. They examine the materials and select what they can use, either from the exhibit or by request and requisition for the next year.

Not all of the new text and reference books find their way into the Materials Center. Perhaps there are many worth-while educational aids that are not received, but the

teachers have the opportunity to suggest at various times what they need and want, and many of them do. All of the teachers in the schools may not only request the opportunity to see new textbooks, new library books, new supplementary books, and all other types of aids, but they have the opportunity to examine them thoroughly and evaluate them in terms of their own needs.

The value of the Materials Center is more and more appreciated by the staff because of the following features:

1. The selection of the materials is more or less democratic and could be almost wholly democratic.
2. The opportunity is given to see and to try many aids before a purchase is made.
3. All of the books and other materials in the exhibit are given to the teachers who visit it.
4. Teachers may examine materials without the representative or salesman being present.
5. Frequently, the more expensive materials and equipment are kept in the Materials Center for loan. In this manner, the teachers may borrow things that could not be bought for all the schools.

The reputable publishers, manufacturers, and distributors are willing to co-operate with this type of work and have sent many items for display. They are willing for their products to stand on merit.



The instructional materials center at Springfield, Illinois, gives local teachers as well as school officials and teachers from the surrounding rural areas an opportunity to see samples of the newest textbooks, maps, charts, science instruments, to meet practically every modern educational need.

\*Assistant Superintendent of Schools, Springfield, Ill.



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## GET Brand New Appliances EVERY YEAR... AT NO EXTRA COST!

With the economical Westinghouse 5-Year School Plan, you can keep your Home Economics departments modern and up to date. Students work with the latest appliances every year.

One simple, convenient contract allows you to buy any or all of the ten major electric appliances illustrated below. Get them for a special low price! Then each year for the duration of the contract, those appliances will be

replaced with brand-new models. Best of all, you pay for the original equipment only... not one cent more! Popular teaching aids are also furnished without charge.

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OF COURSE, HALSEY TAYLORS WERE CHOSEN



To meet Seattle's problem of providing adequate, primary schoolhousing on a large scale but for a temporary period, a new unit—the transportable classroom—was developed. Yet the pupils' comfort and health were not overlooked. Halsey Taylor Drinking Fountains assure hygienic, contamination-proof advantage. Write for latest literature.

The Halsey W. Taylor Co., Warren, O.

**HALSEY TAYLOR Fountains**

AS-7



#### School District Property

When a school district ceased to use for school purposes land conveyed to it for school purposes only subject to the provision that if such use should be discontinued, title in fee should at once revert to the grantor, his heirs and assigns, title to the land reverted to the grantor's heir who as part of the reversionary interest was also entitled to the school building erected on the land and permanently affixed thereto. — *Miller v. Common School Dist. No. 99, Lyon County*, 43 Northwestern reporter 2d 102, Minn.

The South Carolina act providing for the assumption of the indebtedness of the several former school districts of Chester County by a newly created School District of Chester County, after the legislature by a previous act had provided for the assumption of such indebtedness by Chester County, is not unconstitutional as constituting an impairment of the contract embraced in such indebtedness, since the assumption of the indebtedness by the county was entirely voluntary and not a contract, and creditors may still look for payment to the districts which were the original debtors. — *Tindall v. Byars*, 59 S.E. 2d 337.

Where a borough separated from an existing school district, the borough as the separating district was obligated under the New Jersey school law to assume a proportion of the liability of the whole original district outstanding at time of separation, based on its share of ratables. — *Board of Education of Bernards Tp. (N. J.) v. Board of Education of Borough of Bernardsville*, 73 Atlantic reporter 2d 600, N. J.

#### Government, Officers, and District Meetings

Members of Florida county boards of public instruction are statutory elective officers, and vacancies in their membership are to be filled by the Governor. — *In re Advisory Opinion to the Governor of Florida*, 46 Southern reporter 2d 21, Fla.

A school district committeeman, though appointed by the county board of education, does not hold office at the board's pleasure and is not removable at its will or caprice, but holds for the definite term of two years and can be removed only for cause in statutory proceedings. G.S. 115-74, 115-354. — *Russ v. Board of Education of Brunswick County*, 59 Southeastern reporter 2d 589, N. C.

#### Claims Against Districts and Actions

The New York statute effective September 1, 1945, which is applicable to claims not barred by applicable statutory or case law in force prior to the effective date, and which provides a period of limitation for the delivery of a notice of claim on municipal corporations applied to the claim by an infant for injuries sustained on June 14, 1945, while operating a lathe in a municipal vocational high school through the alleged failure of the teacher properly to instruct and supervise. — *Sigman v. Board of Education of City of New York*, 97 N.Y.S. 2d 302, N. Y.

#### School District Taxation

The Kansas statute authorizing the issuance of bonds for "equipping, enlarging, remodeling, repairing, and improving" the schoolhouse and "the purchase, repairing, and installation of equipment therein" did not authorize a rural high school district to issue bonds for the purpose of raising funds to pay the cost of removing a schoolhouse from one site to another. Kans. laws of 1949, c. 389. — *Byer v. Rural High School*

*Dist. No. 4 of Brown County*, 219 Pacific reporter 2d 382, Kans.

#### District Debt, Securities, and Taxation

The Illinois statute providing for dissolution of all non-high school districts on or before a specified date does not prevent such district from issuing bonds for the payment of claims against the district, as authorized by the school code, for years extending beyond such date, in view of provisions of the statute that obligation to provide education for pupils in districts shall fall on underlying grade school districts after such dissolution. — *Mann v. Board of Education of Non-High School Dist. No. 216*, 92 Northeastern reporter 2d 743, Ill.

The language of the Illinois statute granting non-high school district board of education power to levy taxes should be strictly construed and not extended beyond the import of words used. — *Mann v. Board of Education of Non-High School Dist. No. 216*, 92 Northeastern reporter 2d 743, Ill.

#### Teachers

The date of retirement of a teacher belonging to the Utah public school teachers' retirement association determines such teacher's rights under the contract provisions established by the statutes in effect at such date. — *Newcomb v. Ogden City, Utah, Public School Teachers' Retirement Commission*, 218 Pacific reporter 2d 287, Utah.

#### Pupils

Statutes providing for the separation of races in schools in the District of Columbia do not violate the due process clause of the federal constitution. U.S.C.A. constitutional amendments 1-10, 14; D.C. acts of April 9, 1866, 14 stat. 27, May 31, 1870, 16 stat. 140, March 1, 1875, 8 U.S.C.A. § 41 et seq. — *Carr v. Corning*, 182 F. 2d 14, D.C.



## SCHOOL FINANCE AND TAXATION

### 1950 COLLECTION OF TAXES

The most recent report of the U. S. Department of Commerce on tax collections during the 1950 fiscal year indicate federal taxes took \$253.39 out of the pockets of every man, woman, and child. In comparison, the states collected \$55.95 per capita and the local governments, including the school districts, collected \$49.77. With these figures in hand, no further discussion of the tax problem is necessary to understand the tax difficulties of local and state governmental units, including schools.

### SCHOOL BONDS

► The board of education at Scotch Plains Township, N. J., has sold \$490,000 in bonds, maturing 1951 to 1980, at a price of 100.1, for a 1.95 per cent coupon.

► The Miami Township Board of Education of Yellow Springs, Ohio, has sold the elementary school building bonds to the J. A. White Co. of Cincinnati, Ohio. Total of \$270,500 were sold at 2¼ per cent interest rate. The final payment of bonds will be due in 1975. A one-story structure with ten rooms, a kindergarten room, and a large multi-purpose room with cafeteria facilities is planned.

► Garland, Tex. The voters have approved a \$400,000 bond issue. The plans call for a new grade school building and expansion of the present junior and senior high schools.

► Wake County, N. C., has awarded \$2,375,000 in school and hospital bonds to New York bankers, at a net interest cost of 1.72 per cent, for a combination of 4s., 1½s., and 1¼s.

► The Menominee, Mich., school board has sold \$750,000 in school bonds, maturing 1952 to 1968 to New York bankers. The price received was 100.006, for a combination of 3, 1¼, 1½, and 1 per cent coupons.

► The city of Jackson, Miss., has sold \$4,500,000 in school bonds, at 100.0012, at a net interest cost of 2.179 per cent.

► The state of California has sold \$50,000,000 of school building bonds to a New York syndicate of bankers, at a net interest cost of 1.759 per cent.

► The school board at Modesto, Calif., has called an election to vote bonds in the amount of \$600,000 to \$700,000 for school construction purposes. Approximately \$100,000 will be used to care for expenses in connection with the present construction at the Downey High School. An additional \$60,000 will be used for equipping the plant, and about \$400,000 will go into classrooms and facilities, making it possible to house three classes in 1952, and four classes in 1953.

### SCHOOL FINANCE

► Pasadena, Tex. A budget of \$1,653,066 has been approved by the board for the year 1951. This is an increase of \$200,000 above the \$1,441,749 for the past year.

► Amarillo, Tex. The school board has adopted an operating budget for 1951 calling for \$2,844,500, which is an increase of \$325,000 over 1949-50.

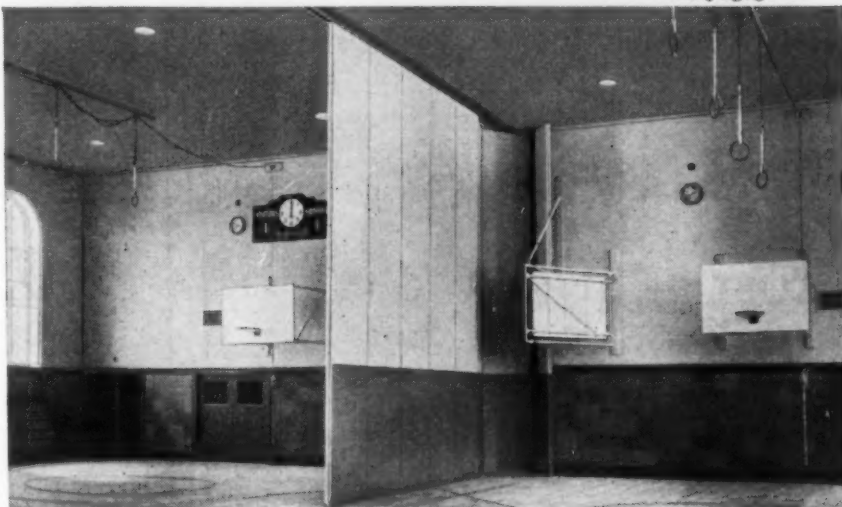
► Beaumont, Tex. The school board has prepared a tentative budget for 1951 calling for \$2,500,000.

► Goose Creek, Tex. The board has adopted a budget of \$2,113,614 for 1951, which is an increase of \$157,542 over 1949-50.

► The Jefferson County board of education at Louisville, Ky., has adopted its 1951 budget calling for \$3,991,095, which is \$733,636 more than the estimate for 1950. The largest item is \$2,169,880 for instructional expenses. Capital outlay will cost \$628,215 and auxiliary services, \$471,900. The board has a balance of \$324,267

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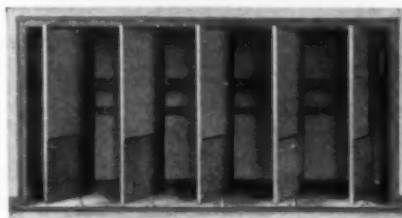
R-W DeLuxe FoldeR-Way Partition, Central School, Goshen, New York. Robert R. Graham, Architect.

Because of its high standard of excellence and performance, the R-W DeLuxe fully automatic electric soundproof folding partition is now specified by leading School Architects and demanded by progressive Boards of Education as the best solution to current problems of space and expenditure.

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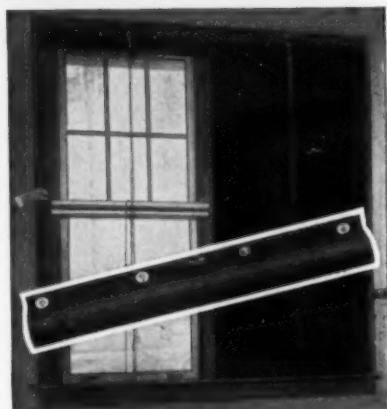
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on hand. The total receipts will amount to \$3,666,827, which will bring the operating total to \$3,991,095.

► The school board at Davenport, Iowa, has set up a budget calling for \$1,508,380 for the school year 1950-51. Of the total, the sum of \$1,012,000 has been allotted for salaries of the school personnel.

► A budget of more than a million dollars has been adopted by the school board of Butte, Mont. The elementary schools were allowed \$802,627, and the high school \$332,563.

► Des Moines, Iowa. The school board has adopted a budget of \$8,133,425 for the school year 1951, which is an increase of \$428,309 over 1949-50.

► Mason City, Iowa. The school board has adopted a budget of \$1,702,065 for the school year 1951, which is an increase of \$206,039 over 1949-50.

► Casper, Wyo. The school board has adopted a budget of \$1,012,667 for the elementary schools and \$509,718 for the high school in 1950-51.

► St. Joseph, Mo. The budget for the school year 1951 calls for \$2,000,427, which is an increase of \$217,400 over 1950.

► The Utah state school system will require \$20,568,949 in 1951 in order to meet the cost of 210 new classroom units. Of the 210 new classrooms, 105 will be needed in the elementary division, and the balance in the high schools.

► Cranston, R. I. The school board has adopted a budget of \$1,118,550 for the school year 1950-51, which is an increase of \$51,973 over 1949-50. The largest item is \$873,967 for salaries of personnel.

► The school board of El Paso, Tex., has adopted a budget of \$4,700,000 for the year 1951, which represents an increase of nearly \$300,000 over last year's estimate. The total cost for instruction will be about 80 per cent, or \$3,760,000.

► San Antonio, Tex. The school board has adopted a budget of \$10,000,000 for the school year 1951. The largest item is \$6,600,000 for instructional services.

► The school board of East Haven, Conn., has adopted a budget of \$447,756 for 1951, which is an increase of 10 per cent over 1950. Approximately 84½ per cent of the budget is allotted to salaries of the school personnel.

► The Franklin parish school board at Winnsboro, La., has adopted a budget of \$1,323,647 for 1950-51.

► The school board of Evansville, Ind., has adopted a budget of \$4,941,975 for the school year 1950-51, which is an increase of \$89,343 in current operating expenses and fixed charges. The largest item is \$3,014,827 for instructional expenses related to teaching.

► The school board of Austin, Tex., has set a tuition rate of \$242 per year for children attending the city schools from rural districts where their grades are being taught. Parents of children have one of three choices and they were required to make the decision before the school opening date.

### FEDERAL AID FOR CONSTRUCTION

President Truman has asked Congress for \$23,347,000 to pay for educating children living on tax-exempt federal property and in areas where federal expansion has created substantial enrollment increases. The measure authorizes federal financial aid for maintenance and operation of schools in the impacted areas.

The Senate and House have agreed on a compromise bill providing federal aid for school construction in the same overburdened districts. This measure authorizes 175 million dollars for school buildings over a three-year period, and a 3 million dollar survey of school needs throughout the country. Under the bill, the Federal Government would contribute up to 95 per cent of the construction costs where the school-age population is swollen by 5 per cent or more by new families living on federal properties.

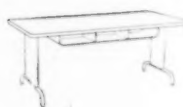
### IOWA PLANS BETTER STATE AID

A new plan for the distribution of Iowa primary state aid to schools has been proposed for

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consideration by the 1951 legislature by State Supt. Jessie M. Parker. The plan is intended to replace various general and supplemental aid programs and to raise the proportion of state aid to total current outlays from 25 per cent to 40 per cent.

The basic point in the proposal is that the minimum cost of operating a classroom in a 12 grade school district would be \$3,800 a year. The minimum for each classroom unit in districts having only elementary schools, usually rural districts, would be \$2,650 a year.

The local share of the cost would be determined on the basis of an equalization formula which would operate like this: The state would be divided into 120 assessing units. There would be one for each of the 99 county assessing units, plus one for each of the 21 cities of 10,000 or more population which have city assessors. The cost of the proposed program has been set at 32 million dollars a year, based on 1948-49 figures.

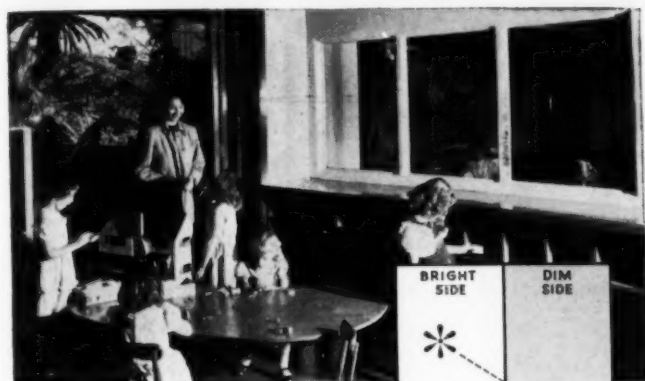
### CULPEPER COUNTY HIGH SCHOOL COMPLETES STUDY OF DROPOUTS AND RETARDATION

The Culpeper County High School at Culpeper, Va., has completed a study of dropouts and retardation covering the first class to enter the eighth grade in the fall of 1946. According to this report 82.6 per cent of the pupils advanced from the eighth to the ninth grade; 87.2 advanced from the ninth to the tenth; 84.4 per cent advanced from the tenth to the eleventh grade; and 87.6 per cent from the eleventh to the twelfth grade.

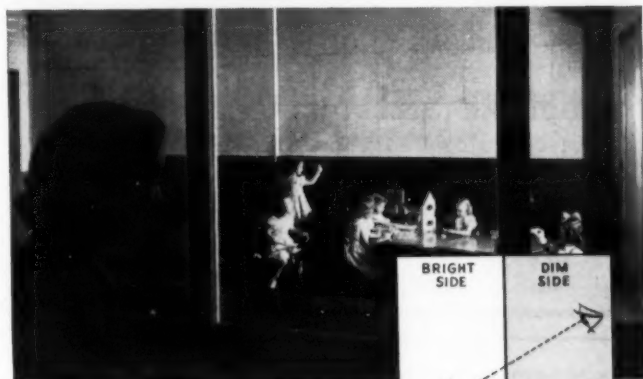
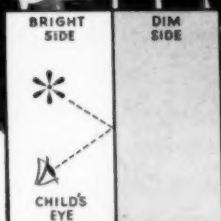
While this study showed a percentage of retardation higher than the faculty and administration would like to see, it indicated a fairly consistent percentage of advancement from year to year. Dropouts were few in number until the completion of the ninth year. Observation of succeeding classes revealed the same tendency. This indicated that under the 12-year system, the holding power of the school has been strengthened.



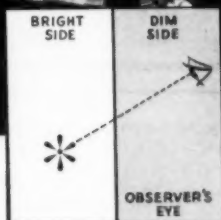
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If you have any groups or classes whose social behavior or progress at their tasks could be studied best if observation were unsuspected, *Mirropane* gives you the perfect means. Viewed from the side having the stronger illumination, it looks like an ordinary mirror. From the dimly lit side, it's transparent. Easily framed into any wall. Write for full information. \*

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## TEACHERS' SALARIES

► McKeesport, Pa. The school board has approved a new salary schedule for 1951, calling for \$200 increments per year until the maximum salary is reached. Teachers without college certificates will be paid a minimum of \$2,100 and a maximum of \$3,400; teachers with college certificates will receive a minimum of \$2,150 and a maximum of \$3,800; teachers with master's degrees will be paid a minimum of \$2,350 and a maximum of \$4,000.

► High school students in New York City will be deprived of their after-school programs again this year, unless high school teachers are assured of pay increases of at least \$350. Raymond F. Halloran, president of the high school teachers' association, which spearheaded the move to hold up extracurricular activities as a protest against the failure of the board to grant the minimum \$600 adjustment to the high school staff, made the explanation. In a letter to high school teachers, Mr. Halloran called for all-out support, even at the cost of personal sacrifice, to make the stoppage effective. He took the school board to task for its delay in attacking the salary question.

► The Boston, Mass., school board has voted a quarterly pay increase of \$68 to 3502 teachers. The teachers had expected a \$204 annual pay increase.

► Des Moines, Iowa. Annual salary increases of \$1,700 each have been given two assistant superintendents of schools. The superintendent in charge of personnel and instruction was raised from \$8,500 to \$10,200 and the superintendent in charge of finance and statistics from \$8,300 to \$10,000.

► Albuquerque, N. Mex. All teachers and other school employees have been given cost-of-living increases amounting to \$240, or \$20 per month, for the school year 1951. These increases will total \$243,840.



### TEACHERS ON TRIAL

The right of an outsider to sit as trial examiner in charges preferred against eight New York City teachers has been upheld by the Supreme Court Justice Isadore Bookstein at a hearing in Albany. He dismissed a suit filed on behalf of the teachers suspended following their refusal to say whether or not they had been members of the Communist party.

The rules of evidence in the civil courts of New York City will be followed in the departmental hearings of the eight city teachers suspended because they refused to tell whether or not they have been members of the Communist party. The trials will be publicly conducted and visitors will be admitted. The hearings were begun on September 18. The matter came up on June 22 when the eight teachers through their counsel, pleaded not guilty to the formal charges of conduct unbecoming a teacher and insubordination.

Specifications later filed by Supt. William Jansen, accused each of the teachers of declining or failing to answer whether or not they had been party members. Counsel for the teachers had asked for individual trials.

► Arkansas City, Kans. Under the direction of Supt. J. J. Vineyard, the teacher training program has been improved and strengthened. Miss Myra Hardy, a member of the faculty, has been appointed elementary co-ordinator of curricula and supervisor.

An increase in the enrollment in the elementary schools has led to the employment of five additional teachers for the next school year. All of the positions have been filled with men teachers who have been assigned to each of the five larger schools. They will teach in the higher grade rooms, supervise the boys' lavatories, and conduct a sports program after school hours.

► Revere, Mass. The school board has voted to abolish the rule to prohibit collections for charity in the schools. Instead it was decided that worth-while charities will be allowed to solicit funds provided there is no interference with classwork and no pressure is exerted on the children to donate. The rule requires that the collections be limited to one day, using boxes in classrooms or hallways, and that the money be collected by proper agents of the charity.

► Attorney General Clarence S. Beck, of Nebraska, has ruled that children may not be required to take smallpox vaccinations and diphtheria inoculations before entering school. Vaccinations and other immunizations against disease, he said, are not compulsory under Nebraska law. Vaccinations may only be required where a proper authority holds these steps necessary because of a real or threatened epidemic.

► The school board of El Paso, Tex., has employed a publicity firm to handle public relations for the city schools during the 1950-51 school term. The appointment was protested by Supt. A. H. Hughey.

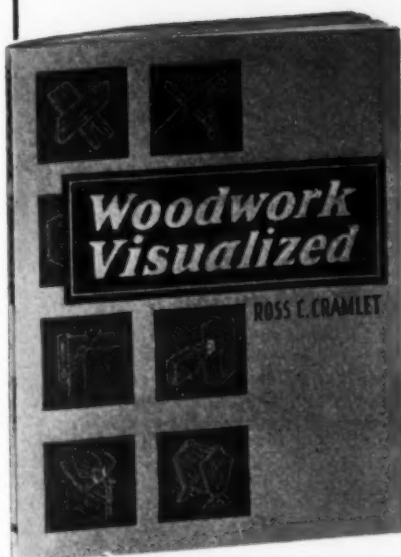
► Dr. W. C. Reavis, of the University of Chicago, has been employed by the school board of East Grand Rapids, Mich., to make a survey of possible school building expansion.



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# MINIMUM ART MATERIALS\*



This list, which may be expanded or contracted to suit individual requirements, is published merely as a guide to teachers and administrators contemplating introducing art education in their schools. It provides for basic experiences in art processes while meeting a limited budget.



### FOR KINDERGARTEN, 1st, 2nd and 3rd GRADES

30 students per class—for a period of nine months

- CRAYOLA WAX CRAYONS—Large Size—8 colors—  
1 box No. 38 .....per pupil
- ARTISTA POWDER PAINT—1 lb. ea.—Red, Yellow, Blue,  
Green, Black, Brown—2 lbs. White .....per class
- SHAW FINGER-PAINT—2 pts. ea.—Red, Green, Blue—  
1 pt. ea.—Yellow, Brown, Black .....per class
- CLAYOLA MODELING CLAY—10 pounds .....per class
- BUILDING BLOCKS—Large—1 set .....per class
- ARTISTA BRUSHES—Large No. 11—1 doz. ....per class
- SCISSORS—Small—1 doz. ....per class
- FIRMA-GRIP PASTE—2 quarts No. 321F.....per class
- PAPER—  
Plain—2 Reams Cream Manila—12x18 .....per class  
2 Reams News Print—18x24 .....per class  
Colored—200 Sheets Asst.—12x18.....per class  
Finger-Point Paper—200 Sheets—16x22.....per class



### FOR 4th, 5th and 6th GRADES

- CRAYOLA WAX CRAYONS—16 Colors—1 box No. 16.....per pupil
- B&S No. 400 COLORED CHALK CRAYONS—  
1 gro. box—Asst. Colors .....per class
- ARTISTA TEMPERA OR POWDER PAINT—1 pt. ea.—Red,  
Yellow, Blue, Green, Magenta, Turquoise Blue,  
Brown, Black, and 2 pts. White.....per class
- ARTISTA WATER COLORS—8 Colors  
1 box No. 08 or No. 09.....per pupil
- SHAW FINGER-PAINT—1 pt. ea. Red, Green, Blue,  
Brown, Black, and ½ pt. Yellow.....per class
- CLAYOLA MODELING CLAY—10 pounds.....per class
- FIRMA-GRIP PASTE—2 quarts No. 321F .....per class
- ARTISTA BRUSHES—Large No. 11—1 doz.....per class
- SCISSORS—1 doz. ....per class
- PAPER—Plain—2 Reams Cream Manila—12x18 .....per class  
2 Reams News Print—18x24 .....per class  
Colored—200 Sheets—Asst. Colors—12x18.....per class  
Finger-Point Paper—200 Sheets—16x22.....per class
- INDIA INK—1 pt. ....per class
- LETTERING PENS—3 doz., Asst.—3 Sizes .....per class

The last two items to be introduced in the fifth or sixth grades.

\* Reprinted from the Binney & Smith Co. bi-monthly publication, "The ART educationist," March-April, 1950.

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### COMING CONVENTIONS

Oct. 1-3. *Council of School Superintendents*, at Saranac Inn, N. Y. Headquarters, Saranac Inn. Secretary, E. L. Ackley, Johnstown, N. Y. Attendance, 400.

Oct. 1-4. *California School Trustees Association*, San Diego. Headquarters, U. S. Grant Hotel. Secretary, Mrs. I. E. Porter, 4 Professional Bldg., Bakersfield. Attendance, 500.

Oct. 5-6. *Illinois Association of School Administrators*, at Peoria. Headquarters, Pere Marquette Hotel. Secretary, P. Shafer, Macomb, Ill. Attendance, 300.

Oct. 8-9. *Texas Association of School Administrators*, at Austin. Headquarters, Driskill Hotel. Secretary, Frank W. Richardson, Supt., Henrietta. Attendance, 400.

Oct. 8-11. *National Institute of Governmental Purchasing*, at Milwaukee, Wis. Headquarters, Hotel Schroeder. Executive director, Albert H. Hall, 730 Jackson Place, N.W., Washington, D. C. Exhibits, Mr. Hall. Attendance, 1000.

Oct. 15-17. *New England Association of School Superintendents and Mass. Superintendents' Association*, at Swampscott. Headquarters, New Ocean House. Secretary, E. W. Ireland, Somerville. Exhibits, Ernest Cobb. Attendance, 800.

Oct. 19-20. *Iowa Association of School Boards*, at Des Moines. Headquarters, Hotel Fort Des Moines. Secretary, Don A. Foster, 401 Shops Bldg., Des Moines. Exhibits, Mr. Foster. Attendance, 1200.

Oct. 22-25. *South Dakota Education Association*, at Rapid City. Headquarters, Auditorium. Secretary, C. C. Jacobson, 218 S. Main Ave., Sioux Falls. Exhibits, Mr. Jacobson. Attendance, 4000.

Oct. 23-25. *Montana School Boards Association*, at Missoula. Headquarters, Florence Hotel. Secretary, J. L. Gleason, Box 669, Livingston. Attendance, 600.

Oct. 25. *Indiana City and Town Superintendents' Association*, at Indianapolis. Headquarters,

Lincoln Hotel. Secretary, Harry H. Mourer, Supt., Bedford. Attendance, 150.

Oct. 26-27. *Delaware State Education Association*, at Wilmington. Headquarters, P. S. DuPont School. Secretary, Robert L. Durkee, Keith Bldg., Dover. Exhibits, C. Warden Cass, 34th and Van Buren Sts., Wilmington. Attendance, 2000.

Oct. 27-28. *New Hampshire School Boards Association*, at Concord. Headquarters, State House. Secretary, Paul E. Farnum, State Department of Education, Concord. Attendance, 300.

Nov. 3. *Virginia Association of School Trustees*, at Richmond. Headquarters, Hotel Richmond. Secretary, Randolph Church, State Librarian, Richmond. Attendance, 100.

Nov. 12-14. *Illinois Association of School Boards*, at Chicago. Headquarters, Congress Hotel. Secretary, Robert M. Cole, 306½ E. Monroe St., Springfield. Exhibits, Mr. Cole. Attendance, 1000.

Nov. 24. *Texas Association of School Boards*, at San Antonio. Headquarters, Plaza Hotel. Secretary, Mrs. O. D. Weeks, 1606 Northwood Rd., Austin. Attendance, 200.

### SCHOOL BOARD NEWS

► Modesto, Calif. The school board has voted to continue the religious-education program for the school year 1950-51 on the basis of statistics on attendance provided by the local Church Federation. It is a permissive matter under state law.

► Arkansas City, Kans. The school board, at the suggestion of the auditor, has complied with the Kansas laws requiring all claims against a school district to be properly certified on a claim voucher, designed by the Kansas Accounting Board. Since January, 1950, all claims have been properly executed on the proper form.

► The East Greenwich, Conn., school committee has ordered that released time for religious education be discontinued. The order comes after

25 years of experience. In place of the released time, all classes will be closed at 2:45 every Wednesday in order to allow any children who so desire, to attend religious-education classes. Of the children who have been attending religion classes, it is estimated that 40 per cent attend at the Catholic Church, and the rest at Protestant Churches.

► St. Louis, Mo. The school board's finance committee has approved wage increases for 61 union craftsmen employed by the board's building department. The increases range from 12½ to 18 cents an hour and will cost the board about \$22,000 a year. The committee rejected a request by a teachers' group to reopen a previously closed question of salary increases for teachers. Mrs. Irma H. Friede, board member, introduced an unsuccessful proposal to pay the teachers an additional \$200 a year. The increase was defeated because the board had committed itself to use surplus funds for badly needed school buildings.

► The Milford, Mass., school committee has adopted an order forbidding all faculty members from holding "paid political positions in the town government." A teacher has been holding the position of Democratic registrar of voters.

### ADOPT RESOLUTION ON DEATH OF A BOARD MEMBER


The board of education of the West Allegheny Joint Schools, of Imperial, Pa., has adopted a resolution in memory of Jay V. Stewart, whose death occurred on June 21, 1950. The board in expressing sincere regret at the passing of Mr. Stewart, called attention to his friendliness, his sound advice, and his keen business judgment in connection with the affairs of the school district, and deplored his passing as a personal loss and as a civic loss for the district. The resolution was prepared by a committee consisting of Mrs. Ethel Reher, John A. Young, James C. Trotter, and Henry Kelly.



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ASK FOR CATALOG No. 225



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FOR HIGH YOUTH-APPEAL  
FOR SUPERIOR DURABILITY



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The 53-year old Trojan line is offered by the better school-supply distributors throughout the nation. Write for the name of your nearest supplier."



**TROJAN PLAYGROUND EQUIPMENT MANUFACTURING CO.**

ST. CLOUD, MINNESOTA

## AN OLD SCHOOL RE-BORN

(Concluded from page 46)

type burner and heating is by steam. There are four separate zones and there are fan and unit heaters in the kitchen and in the general purpose room. Hot water is furnished from a 300 gallon tank.



The old stairway was a hazard to life and limb.

There is a complete system of exhaust ventilation consisting of six different channels. Most of these are controlled from the principal's office but the general purpose room can be controlled from that point.

**Stairways.** The old dangerous, wooden stairway has given way to two stairways constructed of steel and with pre-cast terrazzo stair treads.

**Equipment.** The working efficiency of the rooms was improved by the installation of work counters which were provided with shelf and drawer space for storage of materials. What were formerly windows at the rear of the building were transformed into shelves for storage of supplies or books. Each room has a built-in map case which, with its attached map molding, furnishes a convenient storage unit situated below the chalk tray in the front of the room.

In the kindergarten and the first three grades separate chairs and tables have been used. These are wood and tubular steel type; the box type table desk is used in the rooms above the kindergarten. In the higher grades the pupil unit is the wood and tubular steel, movable combined desk and chair. To replace the old teachers' desks with their extremely small working surface and drawer space it was decided to use steel desks, 59 by 34 in., equipped with a large file drawer on either side so that the desk serves as a filing cabinet also and saves expense and space.



The new stairway is safe.

The ceilings consist of soundproof materials and the floors were surfaced with an asphalt emulsion over the old worn wood floors. On this was placed plywood and asphalt tile.

Total cost	\$185,000
Cost per pupil	\$841
Cubic foot additions	42,395
Complete area	14,481 sq. ft.
Noninstructional area	8,587 sq. ft.
Instructional area per pupil	27.5 sq. ft.

## This Dudley key assures extra security for your school's lockers



The unique design of this Dudley Master Key makes it impossible to duplicate on commercial key cutting machines . . . one of the reasons you get extra security at no extra cost when you specify Dudley Locks.

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P-570



Master-Charted  
RD-2



**DUDLEY LOCK CORPORATION**

570 W. Monroe St., Dept. 1012, Chicago 6, Ill.

## MOBILIZING EDUCATION FOR NATIONAL SECURITY

(Concluded from page 24)

Two important national advisory committees to the Office of Education on problems of vocational education (The Working Advisory Council for Vocational Education and the National Policy Advisory Committee for Vocational Education) met in Washington in late August to discuss the utilization of public vocational schools and classes in helping meet emergency mobilization needs. The Office of Education is at present working on plans for conducting a survey of vocational training facilities in the schools along lines recommended by these committees.

## LET'S DO IT BY SUGGESTION

(Concluded from page 32)

idea." Some one of these might do the trick:

1. Place a teacher who dresses appropriately and very pleasingly in the room next to one who fails to dress in harmony with her position. They meet very frequently during the day.
2. Set a good example yourself; if you are careless in your dress your teachers are encouraged to be the same way.
3. Mention in a general teachers' meeting the desirability of appropriate dress in the school-room. Emphasize the effect of good attire on morale.
4. Try a fashion show for all teachers who may care to enter. Each will display her new fall, winter, or spring outfit. Make it a "fun" affair. Teachers, today, are good dressers. They'll pos-

sibly enjoy the sensation of being considered for their "prettiness" and good clothes rather than for their efficiency. Modeling of correct classroom attire, correct sport attire, correct street attire, etc., are only details in the show.

5. When an offending teacher does dress very appropriately and very attractively do not lose the opportunity of letting her know, without implying she has dressed inappropriately at other times, that her attire is especially becoming, attractive, and pleasing.

6. Suggest that well-dressed teachers tend to get better salaries. The reasons are obvious.

## Catching Things by Indirection

There are some difficulties which surround the supervisor or the supervising-principal which demand the indirect method of attack if anything is to be done in the fields mentioned above. The supervisor works at close range. Everything tends to be on a personal basis. The job is shared with the teacher always. Again there is no known way of separating the personal and social qualities of the teacher from her methods and principles. They are inseparable. In other words, one can't take the personal element out of it.

The direct attack fits well those items which are entirely impersonal in the teaching act. Analysis shows these items to be surprisingly few. The personal predominate. Someone has said that the important things of life are apt to be caught rather than taught. This seems to be true of improving the teacher in service. The best way of aiding the teacher in "catching" these things seems to be by indirection, by suggestion.

## PUTTING A CENTRAL WAREHOUSE INTO OPERATION

(Concluded from page 34)

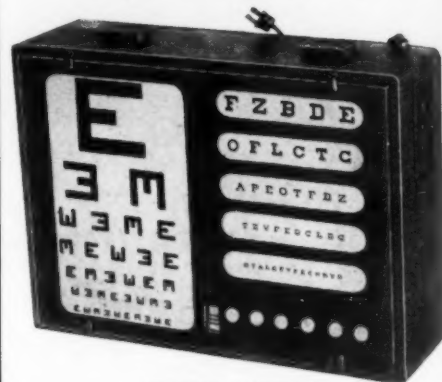
buyout in order to take advantage of the various teaching strength which exists in particular schools. Once these standards have been arrived at and agreed upon by the aforementioned groups, these standards can be translated into authorizations for withdrawals of merchandise from the warehouse at the time of need without further administrative or budgetary approval.

## A SPECIAL ROOM THAT SUCCEEDED

(Concluded from page 35)

prised how the desire for doing handwork gave way to interest in reading. The youngsters insisted upon doing more reading on the projects to be undertaken. They were especially proud of their new ability to read and to enjoy reading. We concluded that we had "missed the bus" in thinking that we should be obliged to masquerade reading in order to get it into our program. Numbers and spelling fell in easily also. As booklets were prepared by the youngsters on their projects and their writing, both penmanship and sentence structure improved. As fast as they were able to do so, the members of the group were returned for full time to their original classes, and others were taken in their places. So it seems that regular schoolwork is still

## SCHOOL MODEL No. 103 ILLUMINATED EYE TESTING CHART



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**O. R. BARKDOLL, EDUCATIONAL CONSULTANT**  
Downers Grove Illinois

the most attractive to youngsters when they can succeed at it.

We concluded that although we knew where we wanted to go, we were surprised in the route we took to get there. In this experience, "missing the bus" has been a very pleasant one for us.

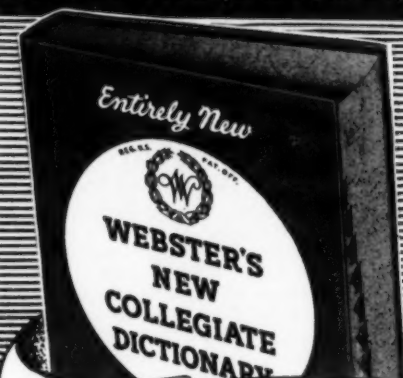
## MONMOUTH ADOPTS INSURANCE PLAN FOR INJURED PUPILS

The board of education of Monmouth, Ill., at the suggestion of Supt. Paul M. Crafton, has adopted a school insurance plan to protect the high school pupils against losses due to injury while engaged in school-sponsored activities. The plan has proved highly successful, with more than 80 per cent of the pupils paying the 40 cents' premium. In the group were included football players, who paid \$1 on a total premium of \$6, the balance of which was paid out of the athletic fund. The premium cost of the insurance was \$407.60. The bills submitted amounting to fifty totaled \$1,769.52, of which \$918.35 was received on bills.

During 1949-50 a number of students in all Monmouth schools participated in the Illinois Education Insurance Program. The coverage was divided into three parts: (1) school-day accident coverage, 30 cents per pupil; (2) home-school accident coverage, 45 cents per pupil; (3) both the above coverages, 75 cents per pupil.



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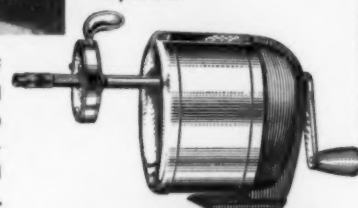
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WEBSTER'S NEW COLLEGIATE DICTIONARY is an entirely new work, based on the big Webster's New International Dictionary, Second Edition, the "Supreme Authority," and is characterized by the same outstanding scholarship and accuracy. More than 125,000 entries; 2,300 terms illustrated. Hundreds of new words. \$5.00 and up, depending on style and binding. Thumb index. G. & C. MERRIAM CO., Publishers, Springfield 2, Mass.



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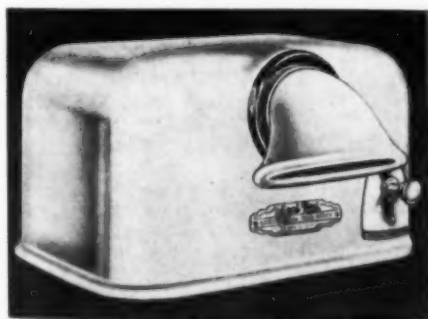
*New Supplies and  
Equipment*

**NEW SANI-DRI ELECTRIC  
HAND DRYERS**

Basic improvements in the Sani-Dri electric hand and hair dryers have been announced by the Chicago Hardware Foundry Company, of North Chicago, Ill.

Contributing to the shorter drying time is a faster heating element and a smaller nozzle. This nozzle produces a concentrated, quick-drying air stream. It may now be ordered for swivel or fixed position.

Another feature of the machine is a heavy starting switch. The new models give peak drying efficiency, yet the switches use but two thirds of their capacity, allowing one third of



The new Sani-Dri hand and hair dryer.

their capacity for added safety. The new push-button switch can be ordered on the No. 7 SRW semi-recessed wall model in place of the recessed foot switch if desired.

A simplified timing device eliminates complicated gearing used on the older No. 6 SFW model. The new Sani-Dri machines are equipped with a sealed ball-bearing motor and no lubrication is required. These improved machines have been designed to make them interchangeable with parts in old machines.

Complete information is available by writing to the Chicago Hardware Foundry Co., 3000 Commonwealth Ave., North Chicago, Ill.

For brief reference use ASBJ-01001.

**NEW BOOKLET DETAILS FILE  
SIMPLIFICATION**

"How to Simplify Your Files and Filing Systems" is the title of a 40-page booklet issued by Remington Rand, Inc., and based on the premise that time-saving, work-saving, filing techniques are often unknown to the file clerk.

A copy of the booklet can be obtained by writing to Frank J. Hastings, Remington Rand, Inc., 315 Fourth Ave., New York 10, N. Y.

For brief reference use ASBJ-01002.

**A UNIT VENTILATOR THAT SETS A  
NEW STANDARD**

The John J. Nesbitt Company has issued a 16-page booklet describing and illustrating a unit ventilator which sets a new standard of classroom comfort. The new Nesbitt Series 500 Syncretizer features a built-in comfort control which automatically adjusts the minimum temperature of the unit's air stream.

The Nesbitt Series 500 Syncretizer is designed to operate under three distinct cycles of ventilation control: Type F, Type A, and Type O. Type F admits all outdoor air; Type A allows a

variable quantity of outdoor air with a fixed minimum; and Type O admits a variable quantity of outdoor air without a fixed minimum. The Syncretizer includes an all-steel assembly with a one-piece metal-bound display top, smooth round-edge shelving, and black recessed kick-plate. It is designed in semi-recessed and non-recessed models for independent installation.

Information is available by writing to John J. Nesbitt, Inc., Philadelphia 36, Pa.

For brief reference use ASBJ-01003.

**UNIFORM HANGER FOR ATHLETIC  
EQUIPMENT**

A uniform hanger for hanging and storing athletic equipment has been announced by the American Playground Device Company. This "All-American" uniform hanger, developed late in 1949, is expertly designed and compact, and accommodates football, basketball, and baseball equipment. The storage bars and loops are designed to handle, in minimum space, all items of football and baseball equipment, the bulkiest of uniforms, with each unit arranged for fast, thorough, and sanitary drying.

The uniform hanger is constructed of extra-heavy steel rod, 1/4 in. in diameter, is electrically welded and capable of lifetime service. A hot-dip tinned finish protects against rust or corrosive action of perspiration. The rod accommodates the player's equipment as a unit, eliminates time wasting, and saves space taken up by old-time receptacles. A number plate is attached to each hanger.

The firm manufactures other items of equipment, including gymnasium baskets, checking baskets, heavy duty steel basket racks, and heavy duty locker room seats.

For complete information write to the American Playground Device Company, Anderson, Ind.

For brief reference use ASBJ-01004.

(Additional News on page 94)



## NEW SUPPLIES AND EQUIPMENT



### NEW MAGNALAIRE INCANDESCENT LUMINAIRE

The Magnalair incandescent luminaire is now available from the Westinghouse Corporation.

Manufactured in two sizes, the Magnalair is a luminous, semidirect lighting fixture. It conforms with the shape and design of the familiar Magnalux luminaire and is adaptable to hallways and other locations to match the Magnalux.

The fixture has a zinc-alloy, die-cast ceiling canopy, finished in polished chromium, a homo-



The New Westinghouse Magnalair Fixture.

geneous Monax glass globe for high diffusion and transmission, and a flame-sealed, fitter edge to minimize chipping. A one-piece porcelain socket, with nickel parts, attaches to the ceiling plate with two screws.

For complete information write to Westinghouse Electric Corporation, P.O. Box 2099, Pittsburgh 30, Pa.

For brief reference use ASBJ-01005.

### NEW TAPE RECORDER

The Ampco Corporation has announced a new tape recorder capable of recording two full hours on a 7-in. dual track tape, with tone control for play back, and an instant stop switch. The recorder is compact, weighs 17 pounds, has a 5 by 7 in. speaker, high fidelity, and a wide frequency range for quality performance. The accessories include a foot control, an ear phone, microphone, and speaker extension cords, a matching transformer, a vinylite slip cover, and an auxiliary speaker. The motor rewind reverses a 7-in. tape in 4 minutes and manual rewind can be used to spot sequences on the tape. The power output is 2 watts, the power consumption is 60 watts, and the tape speed is 3.75 in. per second.

For complete information write to the Ampco Corporation, 2835 N. Western Ave., Chicago 18, Ill.

For brief reference use ASBJ-01006.

### GRIGGS OFFERS "AIRLINER" SCHOOL FURNITURE

A smartly designed, fine quality line of tubular steel school furniture, called the Griggs' Airliner series, has been introduced by the Griggs Equipment Co., manufacturers of school and auditorium seating, Belton, Tex.

The company is manufacturing single pupil tables, four sizes of individual tubular chairs, and two-pupil wing table desks in the Airliner family.

The unit tables, chairs, and wing tables are of modern design with tubular frames welded into rugged units that are rigid and built to withstand the most severe usage. Metals are finished in baked-on enamel in modern infra-red heated baking ovens. Woods are finished in tough lacquer

with three coats, hand sanded between coats. Rubber mounted steel glides are permanently fixed in the legs of chairs and tables. The large glides eliminate noise and do not cut the softer tile floors.



The New Griggs Airliner School Furniture.

The new tubular furniture is manufactured in the Griggs central Texas plant and supplied by school equipment dealers throughout America.

Griggs Equipment Co., Belton, Tex.

For brief reference use ASBJ-01007.

### AMERICAN SEATING ANNOUNCES NEW FOLDING LINE

The American Seating Company has announced a new line of folding chairs, the "Folding Fifties," which replaces the popular "Folding Forties" series. Like their predecessors, the "Fifties" employ the Y-type tubular steel construction which evenly distributes the occupant's weight and makes the chairs exceptionally stable. The natural



New American "50" Folding Chair.

fold eliminates finger-pinching and protects the clothing. The chairs employ a wider, deeper, shaped seat, and a wider, deeper, formed back panel, rendering them more comfortable. Light in weight, well designed, and easy to store, they come in three models: No. 53, all-steel; No. 54, with a lacquered plywood seat; and No. 56, with a seat upholstered in leatherette. All metal parts are finished in baked enamel and replaceable rubber shoes are provided for protection of the floor.

Complete information can be obtained by writing to the American Seating Co., Grand Rapids 2, Mich.

For brief reference use ASBJ-01008.

### NEW ALUMINUM MOLDING FOR CHALKBOARD

The Weber Costello Company has announced a new aluminum molding for chalkboard called

Litetrim which provides an elevated chalk groove for keeping chalk out from under the erasers and a curved eraser trough for holding erasers out of the chalkdust. The aluminum molding frames the ends of the chalkboard and may be used for framing the entire board. In making an installation it is suggested that 1/4 inch expansion space be allowed at the top, bottom, and ends to permit expansion and contraction of the chalkboard. The accessories include grounds for attaching Litetrim, screws, and tools for cutting, filing, and drilling.

For information concerning Litetrim write to Weber Costello Co., Chicago Heights, Ill.

For brief reference use ASBJ-01009.

### NEW CATALOG OF FENESTRA METAL DOOR UNITS

The Detroit Steel Products Company has announced a new two-color catalog describing the three types of Fenestra hollow metal swing door units. It includes entrance doors and Underwriters' B-label door units, suitable for both single and double openings. The door types include those hinged left or right, with upper panel divided by muntins, and doors with metal panel in both upper and lower parts. Uses, advantages, points of superiority, construction features, hardware, and equipment are explained in the catalog.

For complete information write to the Detroit Steel Products Co., 3293 Griffin St., Detroit, 11, Mich.

For brief reference use ASBJ-01010.

### NEW VU-LYTE, OPAQUE PROJECTOR

The new Beseler Vu-Lyte, opaque projector provides positive projection, either horizontally or vertically, of subjects from the size of a postage stamp to a magazine page, and no darkening of the room is necessary.

A number of patented features add effectiveness to the working of this handy presentation. The vacuumic platen, which holds copy flat by suction, eliminates any need for picture holders. A conveyor handles varied or continuous



Vu-Lyte Opaque Projector.

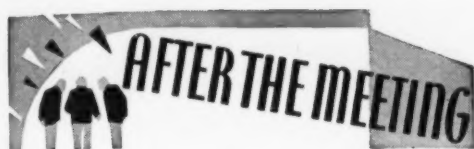
scroll copy; the platen does not have to be raised or lowered to insert copy. The projection pointer allows the operator to superimpose an arrow on the illustration without leaving the machine.

The Vu-Lyte is provided with a coated anastigmat lens. Comparative material may be projected simultaneously and separate lines or portions of an image may be isolated for close inspection.

Complete information is available by writing to the Charles Beseler Co., Newark, N. J.

For brief reference use ASBJ-01011.





### HUMAN LOSS

An inscription over an old schoolhouse in Germany reads:

*If you have lost wealth, you have lost nothing.  
If you have lost health, you have lost something.  
If you have lost character, you have lost all.*

### JUST OUT OF COLLEGE

The smiling, confident young man entered a New York bank. He stepped up to the manager's desk and began, "Good day, sir. Has your bank any need of a highly intelligent, college-trained man?"

The manager poised over a form. "Your name?"

"Gradwell Lesserman."

"Experience?"

"Just out of college."

"I see," said the manager. "And what kind of a position are you seeking?"

"Well," mused the young man, "I want something in the executive line, such as a vice-presidency, for example."

The manager put down his pencil. "I'm really very sorry," he said sarcastically, "but we already have 12 vice-presidents."

The young man waved a hand, then stated happily, "Oh, that's all right; I'm not superstitious!" — *Rotary Pump.*

### THE THREE KINDS

There are three kinds of school board members:

Those who *make* things happen

Those who *watch* things happen

Those who *do not know* things are happening.

### TAKE OUT VS. INPUT

To illustrate the value of effort in study, a superintendent said:

During a vacation a city clergyman went to a Kentucky hills church where he preached. When the plate was passed he put in fifty cents. After the services, the local pastor handed him the single coin with the remark that this constituted the collection. The city clergyman's son who had observed the occurrence asked: "Dad, if you had put more in the plate, wouldn't you have got more out of it?"

### THE REASON

A quarreling couple saw a team pulling a heavy load. Asked the wife: "Why can't we get along and pull together in harmony like that team?"

"Because," said the husband, "those horses have only one tongue between them."

### HUMAN DIMENSIONS

The necessity of adjusting school enterprises to children is illustrated in the following story brought from Ireland and reproduced in *Community Service News*:

"The fisherman from the city was having in-fortune, whereas he could see that the young farmer boy a little way along the pier was doing well. Frequently the boy would catch a fish possibly two feet long, take out a tape measure and measure it, and then throw it back. Then he would keep smaller fish eight or ten inches long. Finally the man had to ask the reason for this strange behavior. 'Well, you see,' the boy replied, 'our frying pan is only ten inches across, and I am keeping the fish that are the right size for it.' Thus we would do well to tackle the things that are of human dimensions."

## Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

Code No.	Page No.	Code No.	Page No.
100 American Crayon Company.....	82	1034 Mengel Company, The.....	13
101 American Radiator & Standard Sanitary Corp. ....	78	1035 Merriam, G. & C.....	93
102 American Seating Company.....	3 d cover	1036 Minneapolis-Honeywell Regulator Co. ....	68 & 69
103 American Structural Products Company. ....	5	1037 Mitchell Mfg. Co.....	88
104 Ampro Corporation, The.....	63	1038 Monroe Company, The.....	91
105 Austral Sales Corp.....	2nd cover	1039 Natural Slate Blackboard Co.....	79
106 Bargin-Built Industries .....	14	1040 Nesbitt, Inc., John J.....	4th cover
107 Barkdoll, O. R.....	92	1041 Peabody Company, The.....	66
108 Berger Manufacturing Div.....	16	1042 Pittsburgh-Des Moines Steel Company..	75
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1010 Binney & Smith Co.....	89	1044 Premier Engraving Company.....	89
1011 Bruce Publishing Company.....	89	1045 Professional Directory .....	70
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1014 Chicago Hardware Foundry Co.....	72	1048 Royal Typewriter Company, Inc.....	57
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(Mirropane) .....	87	(Home Economics) .....	83
1033 Libbey-Owens-Ford Glass Co. ....			
(Thermopane) .....	8		

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the coupon to THE AMERICAN SCHOOL BOARD JOURNAL. Your request will receive prompt attention. BRUCE-MILWAUKEE.

THE AMERICAN SCHOOL BOARD JOURNAL  
400 N. Broadway, Milwaukee 1, Wis.

1950

Please send information offered in the advertisements we have encircled

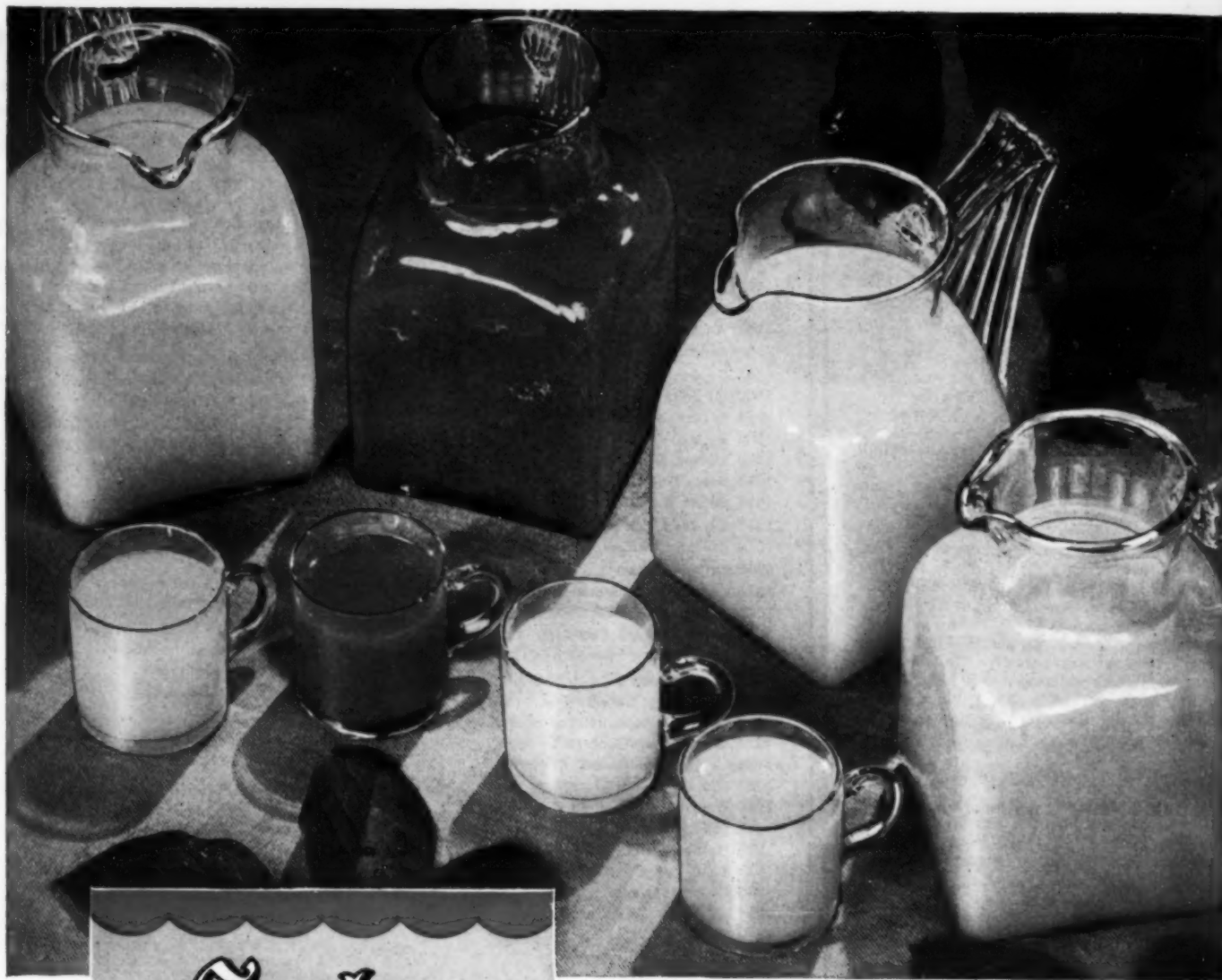
100	101	102	103	104	105	106	107	108	109	1010	1011
1012	1013	1014	1015	1016	1017	1018	1019	1020	1021	1022	1023
1024	1025	1026	1027	1028	1029	1030	1031	1032	1033	1034	1035
1036	1037	1038	1039	1040	1041	1042	1043	1044	1045	1046	1047
1048	1049	1050	1051	1052	1053	1054	1055	1056	1057	1058	1059
1060	1061	1062	1063	1064	1065						

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